DOCUMENT RESUME

ED 376 661 EC 303 491

TITLE	The Forum. Volume 18, Numbers 1-4.
INSTITUTION	Council for Exceptional Children, Buffalo. New York State Federation of Chapters.
PUB DATE	93
NOTE	69p.; For volume 19, see ED 374 636.
AVAILABLE FROM	Forum, Department of Special Education and Rehabilitation, East Stroudsburg University, 220 Prospect St., East Stroudsburg, PA 18301.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Forum; v18 n1-4 Spr 1992-Win 1993
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Conferences; Delivery Systems; *Disabilities; *Educational Methods; Elementary Secondary Education; Professional Associations; *Teamwork; *Transitional Programs
IDENTIFIERS	*New York; Teacher Collaboration

ABSTRACT

These four issues discuss issues in the education of children with disabilities. The Spring 1992 issues focuses on developing transition systems. Articles include: "Vocational Rehabilitation, Rehabilitation Counseling, and Transition: Service Delivery and Professional Issues" (Edna M. Szymanski et al.); "Personnel Preparation To Promote Successful Transition for Adolescents with Disabilities (Linda Backus); "Planning for When the School Bus Stops: A Holistic Approach" (Therese Zona); "Independent Living and Transition" (Roy Van Dusen); and "Preparing Students with Severe Disabilities for Integrated Employment" (Pat Rogan). The Summer 1992 issue focuses on the New York State Council for Exceptional Children (NYS CEC) Convention. It contains a convention program as well as the following articles: "Why Join? Reflections of a Lifelong CEC Member" (Sharon Raimondi); "Why Go? Why Present?" (Barbara Weitzner-Lin); "What We Got Out of It: Students at a NYS CEC Convention," and "What We Enjoyed: Presenting at a NYS CEC Convention." Teamwork is the theme of the Fall 1992 issue, and is discussed in "Multidisciplinary Teams: The Essence of Empowerment" (L. Jay Lev and Susan M. Lev) and "Modifying Whole Language for the Inclusive Classroom: Teachers Working Together" (Rebecca Rich and Lisa Freund). The Winter 1993 issue highlights two conference presentations, "Summer School on a Shoestring" and "The Implementation of Structured Teaching with Students with Severe Mental Retardation: The TEACCH Program," and offers an article titled "The Application of Principles and Practices in the Field of Learning Disabilities to Students Who Are Learning Disabled and Hearing Impaired" (Barry E. McNamara). Each issue also contains items relating to activities of the NYS CEC. (JDD)

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ED 376 661

The Forum
Volume 18
Numbers 1-4
Spring, Summer, Fall 1992
Winter 1993

EC 303491

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the FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

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the FORUM

EDITOR
Dr. Catharine R. Whittaker
SUNY/The College at New Paltz
112 Old Main Building
New Paltz, New York 12561
(914) 339-3634 (home)
(914) 257-2843 (work)

MANAGING EDITOR
Cornelia D'Alessandro

ASSISTANT EDITOR
TEACHER CORNER
Karen Giek
SETRC Consultant-Trainer
Dutchess County BOCES
Salt Point Turnpike
Poughkeepsie, NY 12601

ASSISTANT EDITOR
PROFESSIONAL NEWS
Dr. Thomas McIntyre
Department of Special Education
Hunter College
695 Park Avenue
New York, NY 10021

ASSISTANT EDITOR
LITERATURE REVIEW
Dr. Herbert L. Foster (402)
Professor Dept. of Instruction
582 Baldy Hall
State Univ. of N.Y. at Buffalo
Amherst, New York 14260
(716) 636-2123
100 Sedgemoor Court
Williamsville, New York 14221
(716) 634-8463

EDITORIAL ADVISORY BOARD

Dianne E. Berkell (71), Judith A. Bondurant-Utz (402), Sharon Cramer (402), Marc Jacobs (402), Deborah May (248), Edwin Martin (71), Joel E. Mittler (71), Philip Reiss (248).

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EXECUTIVE COMMITTEE
1991-1992

Dr. Dianne Berkell
President
39 Cherry Lane
Syosset, NY 11791
(516) 921-8176 (home)
(516) 299-2245 (work)

Dr. Michael Glover
President-Elect
600 Park Ave.
Medina, NY 14103
(716) 798-3867 (home)
(716) 589-9202 (work)

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Vice-President
17 Garfield Place
East Northport, NY 11731
(516) 754-1990 (home)
(516) 876-2711 (work)

Dr. Horace Mann
Past-President
Exceptional Education Department
SUNY College at Buffalo
1300 Elmwood Ave. KH 204
Buffalo, NY 14222
(716) 883-0169 (home)
(716) 878-4334 (work)

Dr. Sharon Cramer
Secretary
800 W. Ferry Street, Apt. 3A
Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-5315 (work)

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(716) 878-4214 (work)

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R.D. #1, Box 534
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(607) 432-4909 (home)
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ADVISORY BOARD

Mr. Larry Banco
PAN Representative
788 Columbus Avenue Apt. 14R
New York, NY 10025
(212) 866-4449 (home)
(718) 377-3177 (work)

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A. Regional Representatives

Ms. Valentina Krauss
Albany
2307 Rosendale Rd. Apt. #2
Schenectady, NY 12309
(518) 382-2042 (home)

Ms. Sandy Hamp
Buffalo
5320 Strickler Road
Clarence, NY 14031
(716) 759-7283

Dr. Lyle Lehman
Rochester
44 Westview Crescent
Geneseo, NY 14454
(716) 243-3392 (home)

Dr. John Szolnoki
New York I
109 First St.
Harrison, NY 10528
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(914) 835-5619 (home)

Ms. Nancy Funke
New York II
11½ West 84th St.
New York, NY 10023
(718) 596-4441 (home)
(718) 273-8622 (work)

Dr. Deborah Shanley
New York III
330 East 71 St. Apt. 3A
New York, NY 10021
(212) 734-8041 (home)
(718) 270-6472 (work)

Dr. Leslie Soodak
Long Island
336 West End Ave.
New York, NY 10023
(212) 724-5853 (home)

B. Student Association

Dr. Judith Bondurant-Utz
NYS-SCEC Advisor
7810 Buffalo Rd.
East Aurora, NY 14052
(716) 655-0126 (home)
(716) 878-5429 (work)

C. Divisions

Ms. Valerie Kelsey
CASE Representative
Box 200A, RD #1
Verona, NY 13478
(315) 363-5344 (home)
(315) 339-5309 (work)

Dr. Sharon Cramer
TAM Representative
800 W. Ferry Street, Apt. 3A
Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-5315 (work)

Ms. Carol Eagen
DEC Representative
519 Dyckman Street
Peekskill, NY 10566
(914) 245-2700 x 230 (work)

President's Message

Dr. Dianne Berkell

Where did the year go? Looking back at the past 12 months, I'm pleased with our accomplishments, enthusiastic about our future planning, and extremely proud to have served as your president. A special highlight of the year was the international meeting in Baltimore. It was especially good to see many of you at the New York State reception. Friendships were renewed and the spirit of comraderie was pervasive as we honored Hank Mann for his years of dedicated service to CEC and to the field of special education.

The upcoming year will bring several changes to the Executive Board. With the beginning of Michael Glover's term as president, *The Forum* will have a new editor and managing editor. The new editors were selected following an exhaustive search that lasted the better part of the past year. The Board welcomes Diane Cavanagh and Heidi Reichel as the incoming **Forum** editors and recognizes the outstanding efforts of Catharine Whittaker, our current editor. Cathy has contributed significantly to NYS-CEC and to educators across New York State through her efforts as editor. Also, a note of gratitude is extended to Larry Banco as he ends his term as ur Political Action Network (PAN) Coordinator. Larry has served in this capacity for several years, providing invaluable updates on pertinent legislative issues in his extensive PAN reports.

It is with a sense of confidence in the goals we have established for the year ahead that I pass the "gavel" on to Michael Glover. NYS-CEC is a strong and healthy organization. Despite the recession our membership is holding relatively steady, our conferences are well attended, and our journal is circulated nationally. There is much promise of continued progress for the year ahead.

VIEWPOINT

This edition of **The Forum** focuses on the transition of youth with disabilities from school to adult opportunities. Transition services, as defined in the Individuals with Disabilities Education Act, are a coordinated set of activities designed through an outcome-oriented process. Transition planning and the provision of transition services represent a paradigm shift for both schools and adult service providers. The completion of a secondary school program can no longer be an end in itself, but a vehicle to enhancing participation and success for youth with disabilities in post-secondary education, adult services, employment and community living.

To accomplish these outcomes, however, we must develop new partnerships as we redefine interdisciplinary to refect roles for business and industry, students with disabilities and their families, community-based organizations representing the linguistic and cultural background of the students, independent living, postsecondary education, and adult service providers. The articles in this issue address several of these important components — the individual planning process, integrated employment opportunities and training. Independent living, the role of vocational rehabilitation, and the preparation of personnel I thank the authors for their contribution to this issue. Their combined knowledge and experience reflects the partnerships and holistic construct needed to ensure a "seamless transition" for our youth.

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) is committed to enhancing integrated opportunities for youth with disabilities and their families as we develop systems for a "seamless transition" and lifelong learning. The foundation for systems change was established through the **Regents Policies on Linking Services for Individuals with Disabillties.** These policies set the stage for increased coordination among educational program areas, preservice and in-service training, information systems, and adult service providers. VESID continues to coordinate the implementation of these policies, provide technical assistance and incentives to communities through the State Systems Change Grant on Secondary and Transition Services, and ensure participatory planning through State and local partnerships. We look forward to working together to ensure successful outcomes for youth with disabilities as they transition from school to work and community living.

Debra A. Colley, Ph.D.
Division Coordinator
Division of Program Development,
Technical Assistance and
Support Services
Office of Vocational and
Educational Services for
Individuals with Disabilities

Four years ago Spencer Salend and I assumed the co-editorship of **The Forum** after Herb Foster's able leadership, and two years ago I took over the editorship on my own. Now it is time to pass the baton to Diane Cavanagh who will, I'm sure, continue in the tradition of publishing both research-based and practical articles as well as current information relevant to the concerns of our membership. On the national level, **The Forum** is considered to be one of the best CEC state journals.

I would be remiss if I did not extend my deepest appreciation to the many professionals who must work together to produce each issue of **The Forum.** The Editorial Advisory Board members have been both insightful and expeditious in their manuscript review. Also, I have depended on Assistant Editors Herb Foster, Karen Giek and Tom McIntyre to supply columns which are current and informative. The Executive Committee members as well as the staff of New York's Office for Special Education Services have assisted me each issue in providing information about the ongoing activities of NYS-CEC and OSES. Finally, without the Herculean efforts of Managing Editor Connie D'Alessandro and the tremendous cooperation of publisher Beyer Offset Inc., this journal, quite literally, would not be printed.

My congratulations goes to this issue's Guest Editor, Dr. Debra Colley, for putting together a comprehensive series of superlative articles on the issue of transition. I also would like to thank Dr. Sharon Cramer for agreeing to serve as summer editor.

The Forum needs a readership who will **respond** when the call goes out to vote, to write a manuscript, or to fill a staff position if it is to flourish. Ultimately, this is **your** publication. Keep in touch.

Catharine R. Whittaker
Editor

Vocational Rehabilitation, Rehabilitation Counseling, and Transition: Service Delivery and Professional Issues

Edna Mora Szymanski
Department of Rehabilitation Psychology and Special Education
University of Wisconsin-Madison
James L. Schaller
Special Education Department:
Rehabilitation Counseling Program
The University of Texas at Austin
Michael Millington
Jaquelyn Wenkman
Sarah Johnston-Rodriguez
Department of Rehabilitation Psychology and Special Education
University of Wisconsin - Madison

Transition from school to work or post-secondary education is a challenging time for adolescents and involved professionals (Hanley-Maxwell & Szymanski, 1992; Rusch, DeStefano, Chadsey-Rusch, Phelps, & Szymanski, 1992). A major challenge for professionals is the complexity and interrelationship of the involved service delivery systems and disciplines (Asselin, Szymanski, & Hanley-Maxwell, 1992).

Often special educators and other transition professionals mistakenly use the terms rehabilitation counselor and vocational rehabilitation services almost interchangably (Szymanski, Hanley-Maxwell, & Asselin, 1992). Rehabilitation counseling is a profession (Jenkins, Patterson, & Szymanski, 1992), whereas vocational rehabilitation services refer to the activities of the state-federal vocational rehabilitation agency. It is important for transition professionals to be aware of the difference between these two terms. Professional rehabilitation counselors may work in a variety of settings (e.g., schools, vocational rehabilitation agencies, hospitals, colleges) and in a number of capacities. Similarly, vocational rehabilitation agencies hire a variety of individuals to deliver services (Hanley-Maxwell & Szymanski, 1992).

The purpose of this paper is to explore some of the rehabilitation related issues that confront professionals who support adolescents in transition. To this end, the following topics are addressed: (a) the vocational rehabilitation service delivery system and its involvement in transition, and (b) the involvement of the rehabilitation counseling profession in transition.

The Vocational Rehabilitation Service Delivery System and its Involvement in Transition

The vocational rehabilitation (VR) service delivery system had its foundations in early federal legislation designed to serve war veterans (Oberman, 1965). Over the years, the focus has expanded to include first, civilians with physical disabilities, and later people with mental retardation and mental illness (Wright, 1980). Throughout this expansion, the focus has remained primarily on services to enable people with disabilities to return to or enter employment. Employment remains the primary focus of current VR programs, although independent living and other services are also provided (Mandeville & Brabham, 1992).

Special education and VR agencies differ in many ways. In order to be effective in serving students with disabilities in transition, it is imporant for special education professionals to be aware of how the service delivery systems differ. These differences include eligibility criteria, funding for services, staff qualifications, and staff evaluation criteria.

A primary feature that distinguishes state VR agencies from special education agencies is that of eligibility (Szymanski et al., 1992; Szymanski, King, Parker & Jenkins, 1989). Vocational rehabilitation services require the determination of "(1) the presence of a physical or mental disability which for the individual constitues or results in a handicap to employment; and (2) a reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability" (Rehabilitation Act Amendments, 1986, Part 361.31). In addition, some vocational rehabilitation services may be predicated on the economic need of the recipient of their family (Mandeville & Brabham, 1992). In contrast, special education is based on a zero reject model and provides for a **free** appropriate public education.

Special education legislation requires that persons delivering special education or related services possess qualifications in those areas (IDEA, 1975). While rehabilitation legislation has a similar requirement (Rehabilitation Act Amendments, 1986), the definition of qualification has not been firmly specified. Therefore, some state agencies hire persons with no relevant training to serve as rehabilitation counselors (Hershenson, 1988; Szymanski, 1991). Additionally, evaluation criteria differ between the two systems. Rehabilitation counselors must be concerned with numbers and types of employment outcomes, whereas special educators are normally more concerned with student educational outcomes (Szymanski et al., 1992).

Despite the major differences between the service delivery systems, VR and special education have worked together under a variety of circumstances and in a variety of locations since as early as the 1930's in deafness (Danek & McCrone, 1989) and the 1950's in mental retardation (DiMichael, 1950). The New York State VR agency (currently VESID) had model transition programs in the 1960s and the 1980s (The University of the State of New York, 1968, 1983). In fact, Halpern (1992) has recently referred to the cyclical resurgence of interest in transition as **old wine in new bottles**, and Szymanski and colleagues (1992) have reported major events in VR involvement in transition from the 1930s.

The Involvement of the Rehabilitation Counseling Professional in Transition

Rehabilitation counselors can be involved with

transition services in variety of capacities, including as employees of state VR programs (e.g., VESID) and as employees of school districts or cooperatives (e.g., BOCES). Recently, the term rehabilitation counseling was added to the statutory definition of related services in the Individuals with Disabilities Education Act Amendments of 1990 (PL 101-476). Although the related services list is not all inclusive, the addition of rehabilitation counseling clarified the fact that schools could, indeed, employ rehabilitation counselors on their staff to provide services to special education students (Hanley-Maxwell & Szymanski, 1992).

Rehabilitation counselors are an important transition resource. Specifically, rehabilitation counseling is

> . . .a counseling profession with a specific focus on disability, including career development and employment preparation of people with disabilities. As a result, rehabilitation counseling is an important related service in special education as well as an important transition service in preparing students with disabilities for employment or postsecondary education. . .The rehabilitation counseling discipline embodies the wide range of knowledge needed for successful school to work transition, i.e., vocational implications of disability, career development, career counseling for individuals with disabilities, job placement, and job modification. Therefore, rehabilitation counselors are professionally prepared to provide the appropriate counseling services as well as to coordinate the services of the special education disciplines, adult service providers, and postsecondary education agencies to ensure effective planned transition services for students with disabilities. . .(House Report 101-544, 1990, pp. 7-8)

Rehabilitation counselors employed to provide that counseling as a related service must meet the same qualifications as other related service personnel. These requirements vary from state to state but basically depend on state or national certification or licensure in the profession. In rehabilitation counseling, national certification is provided by the Commission on Rehabilitation Counselor Certification. Persons who have such certification use the designation **certified rehabilitation counselor** (CRC), which means that they have met at least minimum education and experience standards and have passed a national certification examination (Jenkins, Patterson, & Szymanski, 1992). The entry level for the profession of rehabilitation counseling is generally considered to be the master's degree in rehabilitation counseling (Hershenson, 1988; Wright, 1982), although persons with closely related degrees may also qualify for certification, often with additional coursework and experience (Commission for Rehabilitation Counselor Certification, 1990).

The involvement of rehabilitation counselors in transition is determined by "(a) the setting in which the rehabilitation counselor is employed; (b) the disabilities, ages, and specific needs of the students; and (c) the resources of the setting, the family, and the community" (Hanley-Maxwell & Szymanski, 1992, p. 147). For rehabilitation counselors employed by schools and those employed by state vocational rehabilitation agencies, a variety of transition related functions are possible, including the following:

> (a) career, psychosocial, and independent living counseling; (b) consultation with special and vocational education teachers, school counselors, and other education professionals regarding the vocational implications of disability and potential educational adaptations; (c) coordination of school, family, and community efforts in career planning and preparation; (d) job placement, job analysis, job modification and restructuring, and placement follow-up; (e) work adjustment counseling; (f) coordination of job support services (e.g., job coaches, transportation, personnel attendants) during transition; (g) referral to and coordination with adult service agencies; (h) specialized planning and linkage with post-secondary programs and support services for students with disabilities; and (i) development of individual transition plans (e.g., the transition component of the individual education program). (National Clearinghouse for Careers in Special Education, 1989).

In conclusion, it is clear that rehabilitation counselors can serve vital roles in transition services. rehabilitation counselors are critical assets for transition service delivery systems. They serve as bridges from school to community agenices, post-secondary education, and employment.

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Individuals with Disabilities Education Act Amendments of 1990 (PL 101-476).

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Personnel Preparation To Promote Successful Transitions for Adolescents With Disabilities

Linda Backus, Ph.D.
Director of Special Education
Mental Retardation Institute
and New York Medical College
Graduate School of Health Sciences
Developmental Disabilities Program
Valhalla, NY 10595

Transition planning for youth with disabilities presents complex challenges for personnel preparation for a number of reasons. Successful transition planning requires knowledge and skills not generally emphasized in many existing special education training programs (Wehman, Moon, Everson, Wood & Barcus, 1988). These include skills in negotiating two significant segments of service provision that have traditionally functioned separately (school and adult services), gaining input from personnel in various disciplines who may not have been part of the school system or special education, and supporting greater involvement of families who may not be familiar with adult options available to their sons and daughters (Sowers, 1989).

Professionals engaged in transition planning are frequently called upon to coordinate diverse systems, fragmented resources and unique individual needs. They are often required to create new supports and services that many not have existed before which requires a wide range of knowledge, competence and skills. Recent literature provides insight into the knowledge and skills professionals need to promote independence, community integration and productivity of adolescents with disabilities.

Training Content

(1) **Linkages to the community.** Personnel involved in transition planning for adolescents with disabilities create and sustain linkages and relationships with all types of community services and programs (generic and specialized). Knowledge of mechanisms to access and use vocational rehabilitation services and funding within the community context are necessary. Skills in interagency collaboration, effective communication, problem-solving, negotiating, and creative uses of resources outside of the human service/educational system are a pre-requisite.

(2) **Understanding the social, legal and economic framework** within which secondary education, employment and post secondary programs operate is critical for personnel to be effective in navigating diverse systems and creating new options or systemic change. In New York, for instance, the established "systems" are all in a time of systemic change (Gloeckler, 1989; OMRDD, 1990). New initiatives, regulations and program models are continually being developed within tight economic times. Understanding the social, political and fiscal realities that influence systems and programs allows transitional personnel to be creative, to have options in brokering and negotiating and advocating for new options and resources. Policies also form the paradigm that determines eligibility requirements, funding options, staffing, and types of supports available (Gerry & McWhorter, 1991). This structure is also influenced by current research that assists professionals in identifying approaches and methods that are most effective in assuring successful post-secondary outcomes. Research provides criteria for evaluating services, ways to measure outcomes and progress, data collection techniques and strategies for documenting progress.

(3) **Knowledge of effective assessment approaches.** Transition planners should be knowledgeable about current approaches to vocational and independent living assessment models which deviate substantially from past practices. Vocational preference and interest inventories are important for determining future directions. Standardized vocational aptitude or norm-referenced tests may be useful for some students; however, such tests (i.e. vocational aptitude, tests of dexterity, tool usage, simulated work samples) have shown little predictive validity for individuals with moderate to severe disabilities (McCloughlin, Garner & Callahan, 1989). Functional assessment approaches such as situational assessments, including ecological inventories are more valuable in many instances (Browder, 1987). Criterion referenced measures such as curriculum vocational assessment (CBVA), provide a more effective link between what is taught and skills a student needs to have in future work and community living settings. Life Centered Career Education (Brolin, 1989) is one model to curriculum linked assessment that may be useful for students with mild to moderate disabilities. For students for whom post-secondary education is a preference, assessment approaches may require modifications in test administration and greater reliance on curriculum-linked measures.

(4) **Understanding the planning process.** Transition planners need to know how to determine members of transition teams and their roles and how to develop and implement comprehensive transition plans. A stronger focus on the development of goals to enhance employment, housing options, and community and independent living options is required. Transition planning also requires familiarity with quality of life outcomes (McCarthy, Everson, Moon & Barcus, 1985). Recently developed planning approaches aim to increase individuals' community participation, choice/control in their lives, and opportunities for social relationships. Effective planning requires that professionals coordinate the personal futures planning process, the transition plan, and the IEP.

(5) **Knowledge of employment options** and models including competitive employment and variations of supported employment (individual, enclave, mobile

crews, and work stations in industry) is required. Transition personnel are often faced with few existing options in employment and need to develop new ones. This requires understanding the workings of the labor market, conducting employment market analyses, employee/job compatibility analyses, job analyses, training job coaches, providing for on-the-job training and other types of follow-along support to individuals in their employment (Moon, Inge, Wehman, Brooke & Barcus, 1990). Knowledge of financial incentives and benefits for employers and employees is important such as understanding Plan for Achieving Self-Support (PASS) plans, Targeted Job Tax Credits, the Job Training Partnership Act, and Special Certificates from the Department of Labor (Powell & Moore, 1992).

(6) **Knowledge of best practices in secondary educational programs.** Professionals engaged in transition planning need to be familiar with effective secondary level educational models and curricula in order to assure that the array of educational services or supports they consider have a high probability of resulting in positive outcomes for students. Familiarity with various vocational-training curricular is also important. In choosing future school and employment placements, transition specialists will also need skills in program evaluation methods to assess secondary level educational and employment programs.

(7) **Developing true partnerships with families** is an important skill for transitional personnel. This requires communication skills, understanding the individual as part of the family unit, collaborative goal setting, cultural sensitivity and skill in personal futures planning. Professionals need skills to elicit and act upon family preferences for their child's future, and innovative ways to support family involvement in the transition planning process. They may also need skills in providing information and guidance, family training, case management and advocacy. Knowledge about informal and formal family supports may be critical for effective transitions for many individuals.

(8) **Use of assistive technology.** Knowledge and skills in the use and application of assistive technology to promote independent living and employment are important for transition personnel. Although many professionals may be familiar with educational applications of assistive technology, transition specialists must also be knowledgeable about the design of worksite and job modifications that may include assistive technology. Transition personnel should have familiarity with the use of alternative or augmentative communication systems, use of environmental control units to enhance independent living, employment applications of sensory aids, use of computers at work and at home including adaptions to hardware and peripherals. Skills is the selection of software for adult living and employment are important. In addition to fundamental understanding of the different types of devices and equipment, individuals will need to know how to (a) make decisions about proper device selection based on appropriate evaluations; (b) collaborate with rehabilitation engineers and other specialists in technology; (c) access information about assistive technology using on-line database, information exchanges, and organizations; and (d) assist individuals and families in obtaining funding.

(9) **Knowledge or post secondary training and educational opportunities** including colleges, community colleges, trade schools, and occupational education programs is important for professionals planning for many students with disabilities. Familiarity with the types of programs, course offerings, supports available to students with disabilities (alternative testing, specialized equipment/adaptations that are available, architectural access, tutorial assistance, interpreters, etc.) and/or how to assist programs in developing, creating or funding these supports is critical (Getzel, 1990).

(10) **Knowledge of how to foster integration and social competence.** Research has shown that poor transition outcomes in employment and community living are often a result of deficits in social competence (Calkins & Walker, 1989). These deficits are attributable in part to lack of opportunity to develop social relationships with non-disabled peers, and a lack of systematic and instruction and support for social skill development. Personnel engaged in transition planning should have skills in (a) developing opportunities for interaction with non-disabled peers throughout the secondary years and during employment training (Rusch, Chadsey-Rusch & Johnson, 1991); (b) developing goals to enhance community participation (Carney & Orelove, 1988); (c) teaching/fostering social competence and skills in many integrated environments; and (d) developing and sustaining informal support networks for students in school, community and work environments (Rusch & Minch, 1988).

(11). **Skills in facilitating independence.** Choice, decision making, problem solving and self-advocacy are seldom systematically built into educational programs for students with disabilities. Independence is much more than achieving skills, completing tasks or meeting IEP goals in the school program. "Independence means choosing how to live one's own life within one's inherent capacities and means, and in a way consistent with one's personal values and preferences" (Knowlton, Turnbull, Backus & Turnbull, 1988, p. 47). Persons engaged in transition planning need to know how to provide opportunities for choice and decision making throughout the school day and beyond, increase participation in students' own IEP planning, provide for career awareness and career decision-making opportunities, identify individual preferences/choices and incorporate these into the transition plan. Teaching adolescents with various disabilities how to be assertive, and supporting their efforts and skills in self-advocacy and self-determination (Williams & Shoulz, 1982) can ultimately result in greater independence. Without systematically addressing these issues professionals risk perpetuating dependence and system-centered, rather than person-driven transition planning.

(Continued on Page 13)

disabilities and their parents. During these hearings, oral and written testimony provided by numerous individuals and agency/group representatives strongly recommended that school districts make special education mediation available. Such testimony from parents, parent advocates, school district representatives, and others is a clear indication that special education mediation is regarded as a cost effective and timely means of amicably resolving parent/school district disagreements.

School districts interested in voluntarily participating in this demonstration program, in which the costs for mediator services are the responsibility of the State Education Department, should contact their regional district superintendent of schools. Each district superintendent, as well as the superintendents of the New York City, Rochester, Syracuse, and Yonkers City School Districts, have been contacted to ascertain regional interest in the demonstration program. Regional presentations will be scheduled in order to provide detailed information upon which school district administrators may determine whether to participate in the program.

Further information regarding the Special Education Mediation Demonstration Program may be obtained by calling (518) 474-8917.

Personal Preparation *(Continued)*

Unresolved Issues

The determination of preservice and in-service models to ensure that personnel are prepared to work in areas of transition is important. Mechanisms to assure that districts as a whole have the level of training and expertise necessary will need to be developed. Because it is unlikely that any one person will possess all of the skills outlined above it will be necessary for all professionals who are engaged in transition planning to work collaboratively and efficently together in ways that complement each others' skills and knowledge.

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Planning for When the School Bus Stops: A Holistic Approach

Therese Zona
Coordinator
Reginal Transition Services
Monroe 1 BOCES
41 O'Connor Rd.
Fairport, N.Y. 14450
(716) 377-4660 ext. 273

What is Transition?

The transition process is being viewed as the key to

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success for special education in the future. The term "transition" is frequently used in the literature of special education; however, for many educators, the concept can be confusing. For the purpose of this article, "transition" refers to "the process that is needed to assist students in moving from school to adult life opportunities." Transition focuses on goal-setting activities in the areas of employment, continuing education, community living, and the development of social and interpersonal networks.

There are many transition models available; however, the one which I have found to be most useful was developed by Wehman, Moon, Everson, Wood, and Barcus (1988). This model helps to break down the transition concept into three components: the foundation of school instruction, planning for the transition process, and the outcome which includes placement into employment. Since transition is not a one-step process, this breakdown is extremely helpful in organizing the process.

The foundation of school instruction referred to in this model is characterized by a functional curriculum, that is, a curriculum which is based on the demands of adult life. This curriculum needs to occur in an integrated school environment. Integrated school services are important because students with disabilities need to be exposed to the demands and expectations of their peers. It also provides students without disabilities an opportunity to interact positively with these students.

The next step is the "transition process", which refers to individualized transition plans and interagency coordination. The development of individual transition plans provides for goal setting based on an individual student's needs and dreams for the future. Soliciting input from outside resources in the community to develop the long-range plan for a student initiates interagency coordination.

The last step in this transition model is the "outcome". This model defines outcomes as employment; however, the focus of employment can easily be expanded to include continuing education and a social and interpersonal network. The concept of planning for outcomes beyond employment is important when looking to address quality of life issues and a holistic approach to postsecondary planning.

How does one begin?

The process of developing individual transition plans for students with disabilities is the basis of transition planning. The transition process is designed to pull together the human mosaic of the special education teacher, vocational evaluator, vocational education teacher, mental health consultant, vocational rehabilitation counselor, parent an student to consensus on a short and long-range plan. Transition plans assist this "team" of individuals in identifying the best adult outcomes for young adults with disabilities as well as the services and the skills they need to achieve and maintain these outcomes.

The transition plan identifies outcomes and support services. It is designed to avoid interruption and duplication of needed services. Optimally, a transition plan should identify a "vision" of what a young adult can become when appropriate outcomes are identified and services are provided in the following areas:

- Employment or continuing education
- Income status/financial needs
- Living arrangements/personal independence
- Medical needs/health benefits
- Recreation—Leisure/community participation
- Transportation
- Advocacy and resource awareness

Once these goals are identified, the transition team can assist in the development of the IEP which will outline the training and logistical activities necessary to ensure the student's choices are achieved. Through the team process, the student, parents and school staff develop an awareness of the range of services that will be available to the student after graduation and determine how much support is necessary to ensure that the student achieves the goals. However, the transition team should not see their role as that of merely linking individuals to existing services. The team process identifies, creates, and maintains services based upon the collective needs of their student population.

In order to implement transition planning, the concept of a transition team needs special attention. The ability of agencies and disciplines to bring their unique contributions to the planning process is dependent upon teamwork. Staff development activities which support team functioning are paramount for teams to develop their mission and common vision.

Within a team concept, effective transition planning is more than the development of individual transition plans. It sets the stage for collaboration between the education and adult community. As the student comes closer to leaving school (last two years), representatives from the relevant community service programs should be invited to participate in the transition planning process. Collaboration between educational and community services is necessary on at least three levels (Wehman et al., 1988). First, agencies must share information about students' post-school needs. Transition planning reflects data which is useful for educational programs development as well as targeting gaps in local community services. This data could then be channeled into an information system which could plan for future services. Second, school and community must work together to plan for each student's community life. Each discipline and agency brings a unique perspective, thereby enhancing the overall planning process. It is important to note that schools and community services must make this a priority by assigning staff to support these planning efforts. Third, school and community agencies must examine strategies for pooling or sharing staff and fiscal resources to create appropriate alternatives for students. Collaborative transition planning then has the potential to reduce fragmentation and redundancy of services.

What are the benefits of transition planning?

An advantage of the team planning process is that

teachers are able to begin to focus curriculum on the needs of students rather than solely the academic requirements of a high school diploma. It is important to note just how significant this change in focus is. We have seen that more is not better; more has only served to add to the drop out rate and students who are ill prepared for life after "the school bus doesn't stop here anymore"! The process of transition planning serves to support this notion and to assist teachers in refocusing their efforts on what and who is driving the train.

Implementing transition in your community may bring challenges that seem insurmountable. Keep in mind these words by Margaret Mead: "Never doubt that a small group of committed people can change the world. Indeed, it's the only thing that ever has."

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Independent Living and Transition

Roy Van Dusen
Coordinator of the Youth on the Move Program
ARISE, Syracuse Center for Independent Living

The process of leaving secondary school and moving on to adulthood is complex in anyone's life, regardless if one has a disability. It is a time when youth are faced with the questions of where to live and work. As a young person with a disability begins the process of transition, many decisions and plans have to be made throughout the middle and high school years. It is a time of going from a system which provided services through the mandates and entitlements of the special education system, to a more unforgiving adult service system, where services are neither guaranteed nor mandated. Connections have to be made with a number of adult service agencies, such as vocational and residential providers.

In recent years, a key player in assisting youth and families in the transition process has been the Independent Living Center (ILC). Across New York State, ILCs offer a variety of services associated with transitioning. Many of the core services-information and referral, housing and attendant referral, peer counseling, independent living skills training-are pertinent to the needs of those involved in transition. In addition to these core services, many ILCs offer more specialized programming to assist youth and families. Specialized programming may include areas such as specific youth employment programs, the development of transition guides, technology consultation, and teacher in-service support.

In addition to these types of services, many ILCs provide parent supports and educational advocacy through attending transitional planning meetings. With ILCs close connections to adult service providers, there is much advocacy that takes place in referring consumers and obtaining appropriate services and placements. ILCs will advocate for supported employment opportunities for youth and integrative opportunities in all aspects of a youth's life.

Historically, ILCs have been seen as providers of independent living skills training. In fact, today many ILCs offer this training, some in conjunction with school programming. Many of these programs are conducted by adults with disabilities who serve as excellent role models for youth. Current thought in the field would suggest that independent living skills training should take place at home or in the natural setting of the community and be reinforced in school as part of the curriculum. Schools should complement their independent living skills programs by inviting adults with disabilities to participate.

The scope of services offered by ILCs is broad and well suited to assisting those in the transition process. ILCs across New York State and the nation are working with youth, parents, schools, and adult service providers in the transition process in many area. The strongest, and maybe the most valuable, role an Independent Living Center can play in the transition process is that of advocating for programming and planning that considers the youth to be the focal point of the process and includes youth and their family in the decision-making process whenever possible.

Preparing Students With Severe Disabilities For Integrated Employment

Pat Rogan, Ph.D.
Assistant Professor
Special Education & Rehabilitation
Syracuse University

With the movement toward integrated educational programs for students with severe disabilities has come increased expectations for integrated work and living outcomes in adulthood. Unfortunately, most students labelled severely disabled continue to end up in segregated day programs or with no services after leaving school. Although a great deal has been said and written about the importance of vocational preparation and transition planning, (Rusch, 1992; Wehman, Moon, Everson, Wood, & Barkus, 1988) in

practice these components of educational programs are still more the exception than the rule for this population (Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985). Available follow-up data for students with severe disabilities indicates poor integrated employment rates (McDonnell, Wilcox, & Boles, 1986). Despite the emergence of supported employment as an alternative to segregated day programs, its implementation has been sporadic. Also, people with the most severe disabilities are often excluded or dropped because of the intensity of their support needs (Wehman et al., 1988).

What is the end goal of a public school education for students with severe disabilities? Unless and until the desired outcomes of 18-21 years of public education are clearly articulated, school personnel and practices are bound to lack direction and purpose. If the goal is segregated day programs, then it is likely that separate schools, homogeneous groupings, artificial work settings, and simulated work training will continue. If, on the other hand, we envision people with severe disabilities as contributing members of the workforce (as so many have already demonstrated), then our practices must shift to regular schools, with "regular" kids, and real work in real work settings (Brown et al., 1980). The goal of integrated employment must now become the norm for teachers, parents, and adult service providers, with all services directed toward this goal.

In order to achieve the goal of integrated employment for students with severe disabilities, we have learned that vocational training and transition programs must contain many elements, including: a wide variety of community-based job experiences, the involvement and support of co-workers, family involvement, and transition planning (Rusch, 1992).

Community-based Job Experiences

Community-based job experiences should be provided as part of the school day while students are in high school. If school districts provide vocational training as part of the curriculum for students with severe disabilities, it often takes place in special vocational training centers attended by other students who are labelled. Besides the lack of appropriate modeling available in such settings, they also represent serious obstacles to maximal learning. The difficulties that students with severe disabilities have in generalizing from one setting to another have been clearly documented, indication the importance of providing vocational training in actual work settings. Community-based training provides real opportunities to learn and practice work-related skills such as using public transportation, socializing with co-workers, and handling money. Another very important reason for community based training has often been overlooked: that is, the personal relationships and commitments that develop between the worker and his or her employer and co-worker. Unless employers, co-workers, and the public have ongoing opportunities to interact with and learn about the potential of those with disabilities, they may be less receptive to hiring and working with this population. Further, community members have an important contribution to make to the education of our youth.

Since work study experiences are a typical option for all high school students, this component of the curriculum should allow students with and without disabilities to learn together on the job. Another common element for typical high school students is summer employment. Rather than continue classroom-based summer school programs for high school age students with severe disabilities, job training alongside nondisabled peers should be included as part of the extended year curriculum.

Students should experience a variety of job settings over the course of their high school careers. When given opportunities to work, people with severe disabilities are most often slotted into a narrow range of stereotypic jobs which are not individualized to meet their personal needs and preferences (Gaylord-Ross, 1988). Unless they are given opportunities to explore various work options, it is likely that students will be unable to develop vocational preferences or participate meaningfully in decision making. By being in the community, school personnel can learn of the job options available in their particular locale, rather than teach students skills that bear no resemblance to those required in the local labor market. Furthermore, job experiences allow students to build a resume for future employer contacts. The responsibility to move beyond standard offerings such as food service and janitorial work into settings with more status and stability will require creativity in individualizing job designs, modifications, and adaptations.

Co-Worker Support

Co-worker support should be facilitated. When providing job training experiences, it is important to limit the number of students in any one work setting to avoid the stigma associated with grouping, and to enhance the potential for co-worker interactions and involvement. School personnel involved in job training should seek opportunities to facilitate co-worker support in ways that naturally occur with all employees in a particular work setting: when learning new tasks, when faced with a problem, when socializing, etc. (Hagner, Rogan, & Murphy, 1992).

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Literature Review

William Eller, Professor
State University of New York at Buffalo

Lipa, Sara E., Harlan, R., & Lonberger, R. (1991), **The Whole Language Journey.** Markham, Ontario: Pippin, 110 pp., $10.60.

A half dozen years ago the State University College at Geneseo was a center for the whole language activity in Western New York, and the three authors of this book were on the Geneseo faculty and in the midst of the whole language movement. Since then, two of the three have moved to Geneseo's sister institution, the State University College at Buffalo; nevertheless, the two colleges are geographically close enough so that the authors continue to work together on whole language ventures. In the case of **The Whole Language Journey**, they have collaborated very effectively.

Undoubtedly, one of the most complimentary observations that can be made concerning a book of this sort is that it accomplishes what the authors set out to achieve. **The Whole Language Journey** was produced in order to provide teachers and prospective teachers with an introduction to the rationale underlying whole language, and then to offer guidance to those who decide to install the philosophy and procedures in their classrooms. (Until I began using this booklet in one of my classes on improving elementary reading instruction, I would've doubted that a book of 110 pages could be so helpful).

The element of balance is often significant as a factor in the efficiency of a communication effort, large or small, and optimal balancing of several components is a strength of this publication. Enough reference is made to linguistics, learning theory, and child development to satisfy a curious teacher-reader that whole language has a genuine foundation in the language-learning sciences. But there is not so much of this sort of rationale that eager potential whole language educators would begin to ask themselves when the details of the **Journey** will be presented to the travelers. Instead, the authors steer their readers to any of several appendices and bibliographies which provide extensive lists of sources of additional information on aspects of whole language ranging from "Understanding Whole Language" to procedures for assessing the language skills of individual pupils. It may be that this book's greatest strength lies in the adroitness with which the authors have used the material in the appendices and the bibliographies. They have been able to take advantage of this possibility, because nearly a third of the pages of **Journey** are devoted to such end-of-book itemization.

Another virtue of the book is the ease with which it can be read by any moderately educated adult, a characteristic which makes it a valuable tool for dealing with non-believers. Certainly, there is a considerable population of skeptics—school board members, administrators, parents, even some teachers for whom a straightforward, easy-to-read explanation of whole language is a good eye-opener. The brief expositions of language-learning theory, the easy-to-understand descriptions of procedures and practices, and the many examples of specific resources for the classroom should prove to be convincing to those adults who fear that children will not receive a solid base for reading and writing because the program structure and assessment methods are not as apparent as in traditional language arts instruction. **The Whole Language Journey** is particularly suitable for situations in which school administrators have opportunities to be up-dated on current thrusts in elementary education.

Not much of the content of the book is directed toward teachers of the sorts of non-typical learners that are featured in so many of the articles in **The Forum.** However, there are explanatory paragraphs dealing with flexible grouping, buddy reading, shared reading, and modifying the basal program to accommodate the non-average pupils. It may be that the authors have limited the references to underachieving pupils, at least partly because they realize that a whole language mode of instruction is inherently more adaptable to the non-typical child than is the more structured traditional approach.

I expect to continue using **The Whole Language Journey** with one of my classes in which many of the students are pre-service teachers. The reason: I don't know of any other book which can take them as far on "the Journey" in a mere 110 pages.

William Eller, *Professor*
State University of New York at Buffalo

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2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:
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Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

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A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

VOLUME 18, NO. 2 **SUMMER 1992**

NEW YORK STATE CEC CONVENTION 1992

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GUEST EDITOR
Dr. Sharon Cramer
SUNY College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-4334 (work)

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TEACHER CORNER
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LITERATURE REVIEW
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Professor Dept. of Instruction
582 Baldy Hall
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Issues of *The Forum* are generally abstracted in *Resouces in Education* with availability in microfiche (ERIC). Issues are also generally abstracted in *Exceptional Child Education Resources.*

The Forum comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives,* and on the inside back cover of this issue of *The Forum.*

EXECUTIVE COMMITTEE

Dr. Michael Glover
President
Waterville Central School District
Madison Street
Waterville, NY 13480
(315) 841-4161 (work)

Dr. Sharon Cramer
President-Elect
800 W. Ferry Street, Apt. 3A
Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-4334 (work)

Dr. Deborah Shanley
Vice President
330 East 71 St. Apt. 3A
New York, NY 10021
(212) 734-8041 (home)
(718) 270-6472 (work)

Dr. Dianne Berkell
Past-President
39 Cherry Lane
Syosset, NY 11791
(516) 921-8176 (home)
(516) 299-2245 (work

Dr. Marsha Lupi
Secretary
Hunter College of CUNY
Department of Special Education
695 Park Avenue, Room W913
New York, NY 10021

Dr. Richard J. Lee
Treasurer
61 Irving Place
Buffalo, NY 14201
(716) 881-2767 (home)
(716) 878-4214 (work)

Ms. Kathy Hargis
Governing Board Representative
63 Partridge Hill Rd.
Honeoye Falls, NY 14612
(716) 624-9202 (home)
(716) 262-8448 (work)

Ms. Deborah S. Chicorelli
Executive Secretary/Historian
R.D. # 1, Box 534
Oneonta, NY 13820
(607) 432-4909 (home)
(607) 433-8262 (work)

ADVISORY BOARD
Dr. Sharon Raimondi
PAN Representative
760 Lawrence Avenue
East Aurora, NY 14052
(716) 652-8563 (home)
(716) 878-5311 (office)

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A. Regional Representatives

Ms. Valentina Krause
Albany
2307 Rosendale Rd. Apt. #2
Schenectady, NY 12309
(518) 382-2042 (home)

Ms. Sandy Hamp
Buffalo
5320 Strickler Road
Clarence, NY 14031
(716) 759-7283

Dr. Lyle Lehman
Rochester
44 Westview Crescent
Geneseo, NY 14454
(716) 243-3392 (home)

Dr. John Szolnoki
New York I
109 First St.
Harrison, NY 10528
(914) 761-5055 (work)
(914) 835-5619 (home)

Ms. Nancy Funke
New York II
11 1/2 West 84th St.
NewYork, NY 10023
(718) 596-4441 (home)
(718) 273-8622 (work)

Dr. Anthony Daddiego
New York III
43-36 Robinson St. 4G
Flushing, NY 11355
(718) 886-3355 (home)
(718) 899-8800 x 246 (work)

Dr. Leslie Soodak
Long Island
336 West End Ave.
New York, NY 10023
(212) 724-5853 (home)

B. Student Association

Dr. Judith Bondurant-Utz
NYS-SCEC Advisor
7810 Buffalo Rd.
East Aurora, NY 14052
(716) 655-0126 (home)
(716) 878-5429 (work)

SCEC Officers
Debbie Zellinger (R)
(H) 716-874-6571
Bette Anne Domilici
(H) 716-874-6571

C. Divisions

Ms. Valerie Kelsey
CASE Representative
Box 200A, RD # 1
Verona, NY 13478
(315) 363-5344 (home)
(315) 339-5309 (work)

Dr. Sharon Cramer
TAM Representative
800 W. Ferry Street, Apt. 3A
Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-4334 (work)

Ms. Carol Eagen
DEC Representative
519 Dyckman Street
Peekskill, NY 10566
(914) 245-2700 x 230 (work)

President's Message

Dr. Michael Glover

TECHNOLOGY

How to "cure" some handicapping conditions for under $30.

Dr. John F. Cawley is always asking his students and colleagues at the State University of New York at Buffalo, "What's so special about special education?" I believe it is a legitimate question, one which special education professionals should be able to answer immediately. What innovations have we championed that have enabled students with handicapping conditions to compensate for "deficits" in the ability to read, write or successfully complete problem solving in mathematics?

One area that we *should* be emphasizing is the use of technology. How many times have you entered a high school resource room to find a six foot tall, two hundred pound young man hunched over a pad of paper endlessly writing his multiplication tables? That student has been writing those tables since the time he entered the third grade. The real irony, though, is that his parents, his teachers and his resource room teacher still ask the question, "When is he going to get it?" The questions we *should* be asking is, "When are *we* going to get it?" He will probably never memorize his multiplication tables. . .and that's o.k. We can "cure" his computation disability for the cost of a five dollar calculator and concomitantly allow him to explore meaningful mathematics (i.e. problem solving.)

The same scenario can be repeated for children with spelling deficits. "Spell Masters" can be purchased for around thirty dollars. Now I know that somewhere out there a teacher is seething with resentment over this type of "cheating" by students with special needs. To him or her I ask this simple question, "What if it were *your* kid who needed the assistance?" Calculators, "Spell Masters", computer programs, Kurzweil Readers, tape recorders and other technologies ranging in cost from $5 to $10,000 can be purchased through federal grants in your district (P.L. 94-142, 89-313, etc.) Please advocate the use of affordable technologies to assist your students.

I would be remiss if I did not close this column by recognizing the very special contributions of out-going C.E.C. President Dr. Dianne Berkell. Her calm demeanor, organizational skills and leadership enabled the New York State C.E.C. to enjoy a very successful 1991-92 campaign. I would like to welcome Dr. Sharon Cramer as President-Elect, Dr. Deborah Shanley as Vice-President and Dr. Sharon Raimondi as our new P.A.N. Coordinator. We are all looking forward to serving you during the next year.

VIEWPOINT

Work on the 1992 New York State Council for Exceptional Children Convention began more than two years ago,and represents many hours of effort by a number of people, under the able leadership of Michael Glover, the new President of the New York State Federation. The members of the Committee, whose names are listed elsewhere in this issue, are excited about this year's program, for two reasons. First, we have an outstanding range of topics on this years program, contributed by presenters from throughout New York State. Second, Albany is *the* place to be this year, with the many changes taking place in education at the state level. We hope to be able to involve key people throughout the convention to answer questions which all of us are asking these days.

Questions can serve as useful stimuli for action. I have had a unique opportunity to listen to questions from many of you, since I have been involved with CEC conventions for the past few years. I have heard from students, presenters, Board members, vendors, as well as CEC members who have not joined us at a Convention in recent years. Listening to these questions led to many actions, one of which was to serve as the guest editor for this summer issue of *The Forum*, and stimulate you to ask and answer your own questions. As *you* read through this issue, look for opportunities to consider these questions:

What have I gotten out of CEC Conventions I've attended in the past?
What draws me to this CEC convention?
How could I use this CEC convention to rev my professional engines?
How can I pay the convention costs?

We'd like to help you make your answers visible. In this issue of *The Forum*, you will find answeres which other people have developed for each of these questions. Instead of glancing through the issue, why not circle sessions which capture your imagination, or grab your attention. We are sure that the opportunities which will be afforded this year, in Albany, will lead you to:

- Join us in Albany on November 6 and 7
- Encourage colleagues to come with you
- Use the proposal form for the 1993 convention in Westchester. Why Not:
  - Submit a proposal for a session on a topic which interests you
  - Pass the proposal form along to a colleague you respect
  - Help a student, or group of students, to submit a proposal by offering to discuss it with them, and help them with a draft.

Keep us alert by continuing to ask questions. Dr. Diane Cavanaugh, and Heidi Reichel, the editors of *The Forum*, begin their new term with Fall, 1992 issue, and are eager to work with you. Help them to help you: they can best meet your needs by letting them hear from you.

Sharon F. Cramer
Guest Editor, *The Forum*

Linking All Your Educational Information Management Requirements To One Source

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Orion Systems Group, Inc., an innovative leader in the rapidly changing field of student management systems, has developed IEPplus, a special education student management system. IEPplus is designed to exceed the functionality of formalized IEP programs, and to simplify the process of addressing the tremendous information requirements of the special education environment.

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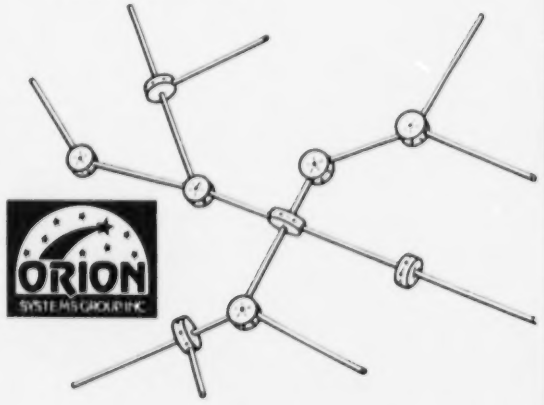

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Why Join? Reflections of a Lifelong CEC Member

Sharon Raimondi, Ph.D.
Assistant Professor,
Educational Education Department
Buffalo State College

The following is an excerpt from a presentation made at the 1991 New York State CEC Convention in Buffalo, New York.

I've been a member of CEC since I was an undergraduate. Back then, I could never have imagined working for CEC, or giving a talk about CEC membership. When I was a young student, CEC was like a demigod, living someplace near Washington DC. Later I found out where Reston, VA really is. I can still vividly remember my first of many national CEC Conferences which was held in Kansas City. The excitement was more than I ever expected. CEC was then and still is an organization which supports its members.

Whether you are a student, teacher, college professor, or administrator, CEC is an organization which grows with you. It provides awareness, growth, friendship, professional development, and windows to the future. You can take as little or as much as you want from CEC and its many services. But, as the saying goes, nothing is free – I believe the more you put into something the more you will get out of it.

I encourage all of you to become active members of CEC. For those nonmembers sitting here today – join. For those members who are semi-inactive – get going, write a few articles, make a few presentations, and lend a hand to your local and state chapters. And for those members who hold the organization together, my deepest gratitude – for without you, there would be no CEC.

And I have found out that CEC is not quite the demigod I thought. Instead, it is an organization, made up of just average, approachable people, dedicated to improve the education of students with disabilities.

CEC is a network of professionals who have strength in numbers. That 56,000 is strong, and still growing. I am proud to be a member of such a distinguished organization.

Regional News

Region I News

Chapter 615 (Greater Westchester) has started a newsletter. Members residing within the counties surrounding the Hudson Valley are asked to submit information to Dr. Janet Simon at Manhattanville College in Purchase, New York 10577.

Chapter 615, cooperation with SEALTA, SETRC, BO CES, and other organizations, presented a workshop entitled "Preparing for Inclusion – Regular and Special Education for ALL Children" on May 1, 1992, at Manhattanville College. Over 300 participants attended the conference. Congratulations to (914) Joe Wychunas, president of Chapter 615, on an excellent job.

If anyone is interested in taking a more active part in chapter activities, please call Joe Wychunas at (914) 737-3300 ext. 332, or Rebecca Rich, President-Elect, at (914) 694-2200 ext. 214.

Professional Opportunities

Upcoming Conferences

9/22 (Valhalla), **9/23** (Glens Falls), **9/30** (Rochester). Preventing disabilities in communities: What works. (Contact NYS Dept. Health at 518/ 474-2018)

9/30-10/3. Adolescents with Behavior Disorders. Reno, NV. (Contact Sheldon Braaten at 612/627-3175).

10/9-11. CEC-TAG Conference. Toronto. (Contact Edna McMillan, Singleton Ed. Centre, 2050 Guelph Line, Burlington, ON, L7P 4M8).

10/15-17. National Council for Learning Disabilities Conference. Kansas City, MO. (Contact Kirsten McBride at 913/492-8755.

10/16-17. CEC-DCCD Conference, St. Louis. (Contact Betty Schultze at 314/533-3366 x507).

11/17-18. Inclusion: The next step. Fishkill, NY. (Contact Kathy Bartles at 914/473-2500).

11/92. CEC-TED Conference. Cincinnati. (Contact Anne Bauer at 513/556-4537.

11/92. Teacher Educators of Children with Behavior Disorders. Tempe, AR. (Contact Rob Rutherford at 602/ 965-1450).

12/2-6. CEC-DEC Conference. Washington, DC. (Contact Barb Smith at 412/359-1636).

Professional Opportunities

The Special Education Program for SUNY New Paltz has received a grant to train special educators (graduate level) with a concentration in migrant education. Tuition payment with a yearly stipend is available. Individuals from migrant backgrounds or with work experience with this population are encouraged to apply. Contact Dr. Catharine Whittaker at (914) 257-2843.

The Department of Exceptional Education at S.U.C. at Buffalo has tuition assistance available for full or part-time graduate study in early childhood special education. Minority individuals are encouraged to apply. Contact Dr. Judith Bondurant-Utz at (716) 878-5429 or Linda Gleckel at (716) 878-5321.

The New York State Education Department (Office for Special Education Services) would like to identify exemplary programs for emotionally and behaviorally disordered students. These programs will be asked to share ideas and practices so that they can be replicated elsewhere. If you would like to have your program considered, contact Charlene Gurian at 518/473-7563.

The following school systems are seeking special education teachers in all areas of exceptionality: New York City (718/935-3515), Providence, RI (401/456-9223); Tucson, AR (602/577-5080); Boise, ID (1/800/247-0193); South Texas (512/383-8039); Hawaii (808/586-3420). For more job openings or opportunities for tuition-free graduate study, see "Professional Opportunities" in *Exceptional Children.*

Why Go? Why Present? What College Faculty Members Can Do To Encourage Student Attendance and Presentation At Conferences

Barbara Weitzner-Lin, Ph.D.
State University College at Buffalo

As a faculty member at a State College involved in the preparation of future professionals, I try to facilitate students' knowledge, as well as develop their sense of being professionals. One way in which I try to do this is by encouraging our students to attend their state professional conference.

Typically, students question me when I suggest attendance at a professional conference. Over the years I have tried to develop some answers to address their concerns. I have included both the student questions and my replies.

GOING

Questions	*Responses*
"Why should I go?"	• Attendance at a professional conference exposes the student to theoretical perspectives other than those which are presented at the college/university.
"What's in it for me?"	• At conferences the student can learn more about the latest research findings by attending sessions that present research. • The student can develop and/or maintain a professional identity. • Conference attendance presents the student with the opportunity to network with professionals all around the state. • Most conferences have an exhibit area where the student can review new materials. • Conferences provide students with opportunities to find out new technological developments and their applications. • The student can learn about the variety of employment options available upon graduation, and make contacts which can be utilized when the job search begins.
"What about cost?" "It is so expensive, is it worth the money?"	• Some organizations offer students discounts for conference registration and hotel costs. • Another way to reduce hotel costs is to stay at a budget motel that is near the convention site or to order extra cots in the room and stay 4-5 students per room. • Travel with breakfast and lunch to offset the cost. Remember, bread, peanut butter, and jelly do not need refrigeration and are inexpensive and yet nutritious.

I also tell students that convention going can really be a fun way to meet new people, and enjoy yourself with those you know. Or, in other words, going to CEC can be fun.

PRESENTING

Another way in which I try to help students develop their professional identities and affiliations is by encouraging them to present at a conference. As a part of a masters degree program it is not unusual for students to complete small research projects or to complete projects that are not research oriented but yet are innovative. Students typically do not think about sharing their results with an audience larger than their class. Receipt of a grade does not have to be the end of the task. Sometimes I suggest to students that they may want to think about presenting their projects at a professional conference. When I do make this suggestion I am confronted with the myths that students have about presenting at conferences. I have included the myths and my set of "truths".

Myths	*Truths*
• I do not know enough about research, I am only a student.	• The process of preparing and organizing for presentation at a conference is not different from a class presentation. Very often the student has already completed all the work.
• My project was not valuable.	• Sharing your results with others in the professional community furthers your knowledge, as well as your audiences's.
• I cannot stand in front of a group of people and talk.	• The experience may increase the student's level of confidence in communication with groups of professionals, or at a minimum give the student more practice.
• Only known professionals speak at conferences.	• The major requirement for a conference presentation is that the material to be presented be worthwhile.

Thus, interesting research projects and innovative projects meet this requirement.

- You have to have a Ph.D.
- Presentations and research are routinely done by many without doctorates.

I hope that sharing my thoughts about conference attendance and presentation has been helpful. As you read this issue of *The Forum,* please keep in mind that YOU, the faculty member can make a difference.

Encourage students to attend this year's CEC Convention.

You can help by:

- Posting information about the convention in your office, or in the Special Education Department Office
- Spending a few minutes at a student meeting, or in a class, describing some of the benefits of convention attendance
- Duplicating the registration form included in the center of this issue for interested students

Help students to respond to the Call for Participation for the 1993 CEC Convention.

You can actively become involved by:

- Duplicating the Call for Participation and selectively sharing it with students
- Organizing a panel of students, by linking up students who have expressed interest in, or completed projects on, related topics
- Contact Debbie Chicorelli, the Executive Secretary, for a copy of the "Call for Participation: Getting a Submission Accepted" Packet

Feel good about helping your students to develop their professional skills and share their knowledge!

What I Got Out Of It:

Students look back at the 1991 NY State CEC Convention

Students from the 1991 Convention shared some of their impressions with us.

Thanks to Paul Thoms, Student Advisor, Chapter #117, for his help with this piece.

* Attending the convention was the best thing that ever happened to me!! I loved the people, the conversations, and the variety of sessions. Why didn't someone tell me about conventions a long time ago?
* Since we will be future professional CEC members, we should see how CEC works from the inside. The convention is a perfect opportunity to do just that. But, sometimes, I hope you understand, students just don't have the funds available. It's as simple as that. Why are student rates so expensive?

(EDITORIAL NOTE: The Executive Board has tried to keep student costs as low as possible. Although costs could have come down if students were not included in the keynote meals, New York State Student CEC officers recommended that we not make the decision – they thought students would feel like second class citizens. They felt that being at meals at the convention give students opportunities for socializing with other professionals which they might not otherwise get. If you disagree, let the Student CEC officers know!!

IDEAS FOR REDUCING COSTS: See the request for volunteering at the convention in this issue. Volunteers receive rebates on their registration fees for hours worked. Look at Dr. Weitzner-Lin's tips to students as to how to maximize dollars while attending the convention.)

* The extent of the program was beyond my imagination. Holy cats, everything is there, everything a student who is near the teaching stage would ever want.
* Being able to walk through the exhibit area, and see new materials all in one location was extremely helpful. The materials I saw ranged from academic to social sorts of items. Just seeing them gave me ideas about how they could be used in the classroom, in social settings, job sites and role playing situations. I talked all about them in my curriculum class when I got back to campus.
* The exhibit area was my favorite part! I was able to give a lot of publishers of materials my name and address so that I now appear on their mailing lists. I look forward to receiving their materials, as they will probably help me organize my classroom in the future.

A lot of my professors were at the convention. Being there was a chance to communicate with them on a different level – much more social than at school.

Would the Federation or National consider matching professionals and students at the meeting, so that a

student could be, in a sense, "guided" around the convention, or at least part of it by an "experienced old hand" person?

(EDITORIAL NOTE: Great idea!! We would welcome help in getting this network off the ground. If you would be interested in being involved with this idea in any way, please include a note with your registration materials, and we will contact you!!)

* A sense of CEC action - I was suddenly part owner of what was going on. I helped it go.
* I got a lot of information out of the sessions, and felt proud to be a CEC member, and from Buffalo State. Everyone knows us.
* To cut down on expenses, we shared a room, had roll-in cots, and bought food at a grocery store for our road trip, as well as meals which weren't part of the convention. That, coupled with shared cost of gas and tolls, cut down on the expenses, so that attending the convention was not a budget breaker.
* We attended the Student CEC session on Friday night. They had pizza and chicken wings, and it was great fun to talk with students from all over the state. We didn't have to buy dinner on Friday night, either.

(EDITORIAL NOTE: Student CEC is planning to hold their gathering in Albany on Friday night at 5:00. *Join them!!*)

* Try to plan early to attend the convention. Never thought I could deal with all the details, and get my registration in before knowing exactly how I would get all the way to the convention. But I found that by planning early, I could scrape up the money and arrange to get to the convention. Again, *plan early* and get there!!

New York State Federation of Chapters of CEC ELECTION RESULTS

The following individuals were elected as a result of the ballot that appeared in the winter issue of the *Forum:*

Dr. Debbie Shanley – Vice President

Dr. Marsha Lupi – Secretary

Dr. Anthony Daddiego – New York City III Regional Representative

What I Enjoyed: Presenting at the 1991 NY State Convention

Presenters from the 1991 Convention shared some of their impressions with us.

(Students presenting for the first time) Our chance to present was an outstanding opportunity that you should never miss. The work that went into it was well worth what we got out of it. We actually participated at a professional level with others in our field – what a thrill!!

(Member of a panel) It was fascinating to be part of a panel with a real assortment of people, and listen to people present very different perspectives. It made me appreciate my own background, and gave me a chance to vocalize feelings I hadn't really explored before. Very stimulating!

(First-time presenter) What a safe environment for my first time! The session was a wonderful professional growth experience.

(Seasoned presenter) I enjoyed the opportunity to present my ideas to such a responsive audience. People asked thoughtful questions, and I felt like I was among friends. I enjoyed the chance to see other people in the field, and be able to talk with them.

(Community professional) Great chance to chat with vendors and see what is available. They were very friendly, and eager to explain what's new, or what's coming out soon.

(Faculty presenter) I have two main reasons for presenting. One is to afford myself an opportunity to share my work and thinking with other professionals. But more importantly, I look to the audience for comments. I want to see if they either validate or criticize what I'm doing. It really comes down to this primary thing for me – feedback. I will continue, or reassess, my current work, based on their thoughts.

(Out of town presenter) I enjoyed coming to Buffalo,and stayed over Saturday night to save on the airfare. By going to professional conferences, you get to visit new places, see new things, in a more cost efficient way. I save all my receipts, and at least part, if not all of the trip, can have tax benefits.

(Presenters at NYC CEC for the last 5 years) Great to have opportunities to be in touch with the latest practices in the field. I enjoyed explaining what I do, and then having people come up to me and ask about my presentation throughout the convention. I hear about what they are trying, and figure out how to adapt their approaches to my situation.

(Local psychologist and presenter) I appreciate the chance to network after listening to a presentation, and talk directly with people who have expertise in a particular area.

(Director of an integrated preschool and presenter) I was just starting my new job when I attended the convention. Several of the sessions on preschool were invaluable – very current and practical. Curriculum and tests from vendors were extremely helpful. I had a chance to really look at the adaptive equipment, and it helped me to make informed choices about purchases soon after the convention.

NEW YORK STATE
CEC CONVENTION 1992

"PROACTION: SPECIAL NEEDS IN THE YEAR 2000"

at

The Albany Marriott
Wolf Road
Albany, New York

November 6 and 7, 1992

PROGRAM & REGISTRATION PACKET

CONVENTION HIGHLIGHTS

FRIDAY, NOVEMBER 6

12:30-2:00 P.M.

DR. ALBERT MAMARY
Superintendent
Johnson City School District

The Achievable Quality School

Imagine a school district in which children with disabilities are not only served in their neighborhood schools, but are educated with their peers in the regular classroom. How about a school system in which the only grades given are A, B, and incomplete? Does this sound like the musings of an "ivory tower philosopher" to you? This school city exists -- in Johnson City, New York.

William Glasser, author of *The Quality Schools*, cites the Johnson City Schools as one of the only examples of a quality school in the United States.

Come hear the chief architect of the innovative programs of the Johnson City Schools. Enjoy lunch (available to only those who pre-register) while listening to this informative presentation.

Exhibitors will be on hand on Friday in a central location at the Albany Marriott.
A raffle will take place in the exibit area at 4:30 on Friday.

5:00-6:30 P.M. **Annual Meetings**

NYS CEC (Division of Early Childhood)
Subdivision Annual Meeting
NYS Student CEC Annual Meeting
NY/NJ TED Meeting

7:30-9:30 P.M. **TRIPLE SCOOP**

Dessert Hour, Representative Assembly, Time to listen and laugh.

Enjoy dinner on your own in the Marriott's fine restaurant,
then join us for complimentary coffee and dessert, our Representative Assembly, and a presentation

DR. R.BRUCE BAUM
Associate Professor
SUNY College at Buffalo

Infusing Humor in Special Education Environments: Opportunities and Strategies.

SATURDAY , NOVEMBER 7

8:30-10:00 A.M.

Representative from
The New York State Department of Education

"Effects of State Department of Education restructuring on the delivery of Services to Children with Disabilities"

AWARDS PRESENTATION

The speaker at our closing breakfast (included only for those pre-registered)
will shed light on the changes within The State Education Department.

CONVENTION SCHEDULE AT A GLANCE

FRIDAY, NOVEMBER 6, 1992

8:00 A.M. - 4:00 P.M.	REGISTRATION
8:30 - 9:30 A.M.	SESSION I
9:45 - 11:15 A.M.	SESSION II
11:30 - 12:30 P.M.	SESSION III
12:30 - 2:00 P.M.	LUNCH AND KEYNOTE PRESENTATION DR. ALBERT MAMARY
2:15 - 2:45 P.M.	OPEN TIME TO SEE EXHIBITORS
2:45 - 4:15 P.M.	SESSION IV
4:30 P.M.-	RAFFLE IN EXHIBIT AREA
5:00 P.M.	DEC and STUDENT CEC MEETINGS
7:30 - 9:30 P.M.	NYS-CEC REPRESENTATIVE ASSEMBLY DESSERT SOCIAL Infusing Humor in Special Education Environments: Opportunities and Stategies

SATURDAY, NOVEMBER 7, 1992

8:00 A.M. - 1:00 P.M.	REGISTRATION
8:30 - 10:00 A.M.	BREAKFAST AND AWARDS CEREMONY KEYNOTE ADDRESS REPRESENTATIVE FROM THE STATE DEPARTMENT OF EDUCATIOIN
10:15 - 11:15 A.M.	SESSION V
11:30 A.M. - 12:30 P.M.	SESSION VI
12:30 - 1:00 P.M.	SNACK AND BREAK
1:00 - 1:30 P.M.	SESSION VII
1:45 - 2:45 P.M.	SESSION VIII

SESSIONS I-VIII
ARE CONCURRENT WORKSHOPS
THERE ARE SIX TO NINE DIFFERENT
PRESENTATIONS IN EACH TIME SLOT.

ExhibitorsFor NYS-CEC 1992 Convention As Of September 1992

AMERICAN GUIDANCE SERVICES
Ms. Christina Law
4201 Woodland Road
Circle Pines, MN 55014
(800) 328-2560

ANALYTIC COMPUTER CONSULTANTS
Dr. Thomas Reap
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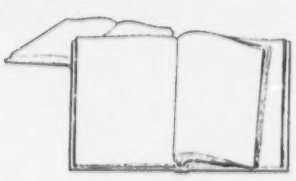

SESSION II

9:45 - 11:15

A. BLENDED TEAM APPROACH GRADE K-12

Presenters: Richard Gybros (Rochester City Schools, Rochester, NY)
Kristin L. Bushorr (Rochester City School, Rochester, NY
Nancy Sundberg (Rochester City Schools, Rochester, NY)
Donna Gattelaro (Rochester City Schools, Rochester, NY)
Cheryl Riley (Rochester City Schools, Rochester, NY)
Warren Loeffler (Rochester City Schools, Rochester, NY)

This session will present an elementary, middle and senior high school pilot project of collaborative approaches to instruction of students with learning disabilities within regular education. The presentation will address the issue, and present solutions to problems of regular and special education teachers working in isolation.

B. RECENT STATUTORY AND REGULATORY AMENDMENTS TO 94-142: NEW FRONTIERS AND BATTLES

Presenter: Bruce Goldstein (Bouvier, O'Connell Law Firm, Buffalo, NY)

The presentation will discuss the far reaching legal and practical implications of recent amendments to P.L. 94-142 and its regulations. The revolutionary possibilities resulting from these changes, as well as administrative burdens, will also be analyzed.

C. SCHOOL TO WORK TRANSITION

Presenter: Janice Baldwin (Center for the Disabled. Albany, NY)

The transition of students from school to work is gaining national attention. In the recent past, this has been referred as to the "transition to nowhere". This workshop will describe a unique program at the Center for the Disabled in Albany which is a collaborative effort between the Center school and adult programs to prepare students for the world of work.

D. THE ROLE OF THE CONSULTANT/TEACHER OF THE VISUALLY IMPAIRED ON THE TRANSDISCIPLINARY TEAM: COLLABORATIVE CONSULTATION

Presenters: Dr. Deborah C. Clark (D'Youville College, Buffalo, NY)
Elizabeth Zimpfer (Albany-Schoharie-Schenectady BOCES, Albany, NY)

A description of the collaborative process, delineating areas that may be unique to the teacher of the visually impaired will be presented. Recommendations will be provided for effective consultation in the field. Issues surrounding children with severe and profound handicaps and those with learning disabilities will be addressed.

E. FOXFIRE: STUDENT-CENTERED, EXPERIENTIAL, COMMUNITY BASED EDUCATION

Presenters; Judy Kugelmass (Foxfire Teacher Outreach, Interlaken, NY)
Kathy McDonald (Millard Filmore Elementary School, Moravia, NY)

The Foxfire Teacher Outreach Program works with teachers throughout the United States in developing student centered, experiential, community based instruction. The Foxfire approach will be introduced and its application explored, in a participatory workshop.

F. PREREFFERAL INTERVENTION STRATEGIES

Presenter: Dr. Stephen B. McCarney (Hawthorne Educational Services, Columbia, MO)

This presentation will provide the audience with information concerning a comprehensive prereferral approach. The presentation will be extremely valuable for teacher assistance team members in carrying out their prereferral activities to assist regular educators in developing on site behavioral and instructional modifications.

G. CHARACTERISTICS, IDENTIFICATION, AND PROGRAMMING FOR GIFTED HANDICAPPED SUBPOPULATIONS

Presenter: Dr. Terence Paul Friedrichs (State University College at Geneseo, Geneseo, NY)

This session describes the literature derived traits of each of the federally-defined gifted-handicapped subpopulations, including high-potential students with learning, emotional, speech, orthopedic, health, hearing, visual, mental, and multiple handicaps. It also explains effective identification and teaching methods for these students.

H. WHAT DO WE DO NOW? FULL-INCLUSION, ASSISTIVE TECHNOLOGY AND SCHOOL RESTRUCTURING: ROLE CHANGES FOR COMPUTER-USING EDUCATORS.

Presenter: David Grapka (Albany-Schoharie-Schenectady BOCES, Albany, NY)

Assistive technology, full inclusion, instructional computing, long range technology planning, this session will examine relationships among these forces and their impact on educators. Practical recommendations and ample handouts detailing how to respond to these impacts will be discussed.

I. THE RETT SYNDOME GIRL: A TEACHING APPROACH TO UNLOCK THE PUZZLE

Presenter: Janet E. Myles (Buffalo Psychiatric Center, Buffalo, NY)

The Rett girl offers a challenge to our usual approaches. Though she processes information slowly and by one modality at a time, she takes in much more than she can show you by responding. In many ways, she is locked in and it is up to us to open the world to her.

SESSION III

11:30 - 12:30

A. THE SCHOOL'S ROLE IN SELECTING CANDIDATES FOR THE COCHLEAR IMPLANT

Presenters: Rebecca Kooper (Nassau BOCES, No. Merrick, NY)
Susan Cheffo (Nassau BOCES,Merrick, NY)

The staff involved in infant and preschool programs are usually the professionals who will be first to determine if a child may be a candidate for the cochlear implant. The selection process developed in our program will be shared along with the rehabilitative strategies.

B. THE COMPUTER AND THE PROCESS APPROACH TO WRITING IN THE INSTRUCTION OF SEVERELY HANDICAPPED STUDENTS

Presenters: Lester Katz (P.S. 177, Flushing, NY)
Roseanne Mulligan (P.S. 177, Flushing, NY)

This program seeks to improve writing skills of severely handicapped students using the computer and the process approach to writing. In turn, an increase in appropriate school behaviors will result. This program can be replicated.

C. A COLLABORATIVE APPROACH TO PERVASIVE DEVELOPMENTAL DISORDER: MODIFYING THE ENVIRONMENT RATHER THAN THE CHILD

Presenters: Debbie Carroll (Language Development Program, Tonawanda, NY)
Dr. Susan Bundy-Myrow (Language Development Program, Tonawanda, NY)
Erin Wodzinski (Language Development Program, Tonawanda, NY)
Sue Guggemos (Language Development Program)

Overview of activities, equipment, schedules, and interventions (both successful and unsuccessful) used during the first year of this all day pilot program. These preschoolers face challenges in the area of sensory impairment that severely limits communication with peers and adults.

D. THE ROLE OF THE PHYSICAL AND OCCUPATIONAL THERAPIST WITH THE ABLED BODIED STUDENT WITHIN THE LOCAL DISTRICT SCHOOL SETTING

Presenters: Patricia Benz (Nassau BOCES, Wantagh, NY)
Sandra Engelsher (Nassau BOCES, Wantagh, NY)

Session addresses occupational and physical therapies for ambulatory, able-bodied students who demonstrate delays in acquiring age-appropriate fine and gross motor skills. Information is provided on therapeutic intervention for balance and coordination problems that interfere with school performance.

E. MEETING THE NEEDS OF THE ELEMENTARY EH STUDENT: AN ARRAY OF ALTERNATIVES

Presenters: Marla Seller (Orleans-Niagara BOCES, No. Tonawanda, NY)
Vicki Guzek (Orleans-Niagara BOCES, No. Tonawanda, NY)

Currently Orleans-Niagara BOCES is making great strides in adapting their program to meet the needs of the EH student. The presentation will elaborate on some techniques used to make the program successful.

F. ENVIRONMENTAL MATH FOR HANDS ON LEARNING

Presenter: Dr. Bruce Godsave (SUNY Geneseo, Geneseo, NY)

Through discussion and demonstration the participants will come to appreciate the environment as a math lab and see the child's explorations as a significant means to a strong mathematics foundation. Mathematics is not a subject; it is a way of organizing the universe and solving problems.

G. ADAPTIVE COLLABORATION TEACHING (ACT)

Presenters: Kathi Hill (Madison-Oneida BOCES, Verona, NY)
Joan Shields (Madison-Oneida BOCES, Verona, NY)

This workshop will describe a method to teach content area concepts in an integrated and cooperative classroom environment, utilizing collaborative and team teaching.

LUNCHEON AND KEYNOTE ADDRESS

Dr. Albert Mamary
Superintendent
Johnson City Schools

12:30-2:30

THE ACHIEVABLE QUALITY SCHOOL

William Glasser, author of *The Quality Schools,* cites the Johnson City Schools as one of the only examples of a quality school in the United States.

Come hear the chief architect of the innovative programs of the Johnson City Schools.

2:30 - 2:45

Open Time to Visit Exhibits
Be Sure To Buy Your Raffle Ticket!!
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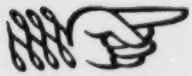
Session IV



2:45 - 4:15

A. FOSTER FOUR STEP PLAN FOR CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE

Presenter: Dr. Herbert Foster, (SUNY @ Buffalo, Buffalo, NY)

This workshop is for the professional teacher willing to assume responsibility for teaching and learning. The four step play provides a holistic approach to classroom management and school discipline.

B. TECHNOLOGY LAB FOR COMMUNICATION (TLC) - CUSTOMIZING TECHNOLOGY TO FACILITATE SPEECH/LANGUAGE/ COMMUNICATION GOALS FOR INDIVIDUALS WHO HAVE NEUROLOGICAL IMPAIRMENTS, LEARNING DISABILITIES, AND/OR AUTISM

Presenter: Cynthia Riggi (Wildwood School, Schenectady, NY)

Computers, adaptive equipment, software, augmentative communication devices, and adapted toys will be demonstrated. Application techniques to develop verbal and alternative communication systems, including facilitated communication, will be discussed. A handout of references will be provided.

C. INDEPENDENCE, INTEGRATION, COMMUNITY EDUCATION AND REALITY: HOW TO MAKE SMALL STEPS

Presenter: Tracy DelGrego (Rochester City Schools, Rochester, NY)

Follow a developing program as it emerges from embracing the philosophy of inclusion to implementing the initial changes in programming for students with multiple handicaps in an urban school district.

D. INVOLVING PETS AS "THERAPISTS" FOR CHILDREN WITH DISABILITIES

Presenters: Pearl Salotto-Lester (State University College at Brockport, Brockport, NY)
Dr. Deborah C. Clark (D'Youville College, Buffalo, NY)

This presentation will create an awareness among professionals working with children of the therapeutic benefits of the human-animal companion bond, and of the potential positive impact of children's participating in professional Pet Therapy Programs.

E. TOWN AND GOWN: CLASSROOM INSTRUCTION AND HANDS-ON EXPERIENCE: TRYING TO GET IT RIGHT

Presenters: Dr. Paul D. Luyben (SUNY @ Cortland, Cortland, NY)
Dr. Bill M. Hopkins (SUNY @ Cortland, Cortland, NY)
Larry Haryasz (South Glen Falls High School)
Mary Cole (SUNY @ Cortland, Cortland, NY)
Nancy Steele (Smith Elementary School, Cortland, NY)
LyAnn Falabella (SUNY @ Cortland, Cortland, NY)
Debbie Fitzgerald, (Barry Elementary School, Cortland, NY)
Wendy Weisberg (SUNY @ Cortland, Cortland, NY)
Brian Pumford (SUNY @ Cortland, Cortland, NY)
Joanne Finn (Barry Elementary School, Cortland, NY)
Thomas Zane (Russell Sage College, Troy, NY)

Two field based college programs will be described. Students will present individual case studies. Significantly, teachers, parents, and agency personnel will provide their perspectives on the programs conducted with their children and/or clients.

F. GETTING THE GOODS: USING THE CURRICULUM TO EVALUATE STUDENT PROGRESS

Presenter: Dr. Deborah Shanley (CUNY-Medgar Evers College, Brooklyn, NY)

This workshop will explore the field Curriculum Based Measurement and present case studies to illustrate how it can be implemented in settings servicing mildly handicapped children.

G. ACCOMMODATING DIVERSE INSTRUCTION THROUGH COOPERATIVE LEARNING

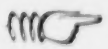
Presenters: Dr. Barbara Mallette (SUNY College at Fredonia, Fredonia, NY)
Dr. Kasey Sacca (SUNY College at Buffalo, Buffalo, NY)

This presentation will provide participants with practical and effective instructional strategies that depend on cooperation between/among peers. Participants will have an opportunity to practice the cooperative learning strategies presented.

H. MAINSTREAMING AND REMEDIAL TECHNIQUES FOR SPECIAL EDUCATION STUDENTS IN REGULAR CLASSES

Presenter: Joanne C. Morgan (East Rockaway Schools, East Rockaway, NY)

This session will prepare the mainstream teacher for integrating the special education student into his/her classroom-how to read a psychological and an IEP and how to use remedial techniques to maximize learning.



4:30
Raffle in the Exhibit Area

FRIDAYS EVENTS CONTINUED ON NEXT PAGE

Annual Meetings

5:00-6:30 p.m.

NYS CEC (Division of Early Childhood) Subdivision Annual Meeting
Business Meeting and Open Forum
DEC members and CEC members interested in early childhood are invited. For further information, contact Dr. Alice Kozen, President (w: 716-731-7331)

NYS Student CEC Annual Meeting
Business Meeting and Open Forum
Calling all students - join us for information, fun, and food!! For further information, contact Dr. Judith Bondurant-Utz (w: 716-878-5429)

NY/NJ TED Meeting
Business Meeting and Open Forum
Teachers, Educators and Interested CEC members are invited. For further information contact: Dr. Judith Bondurant-Utz (home: 716-655-0126) (w: 716-878-5429

7:30 - 9:30

TRIPLE SCOOP

DESSERT HOUR
REPRESENTATIVE ASSEMBLY

The Representative Assembly is open to all students and professional members of NYS-CEC. The Representative Assembly serves as the legislative body of NYS-CEC. The Assembly votes on matters such as budget, dues, and constitutional revisions. In addition any member can raise issues they feel are relevant to NYS-CEC and the education of persons with disabilities.

PRESENTATION BY R. BRUCE BAUM
Infusing Humor in Special Education Environments:
Opportunities and Strategies

This session will explore ways that humor can enhance the lives of people with disabilities, their families, and those who work in the field of special education. COME PREPARED TO LAUGH!

SATURDAY, NOVEMBER 7

BREAKFAST AND KEYNOTE ADDRESS

8:30 - 10:00

REPRESENTATIVE FROM THE STATE DEPARTMENT OF EDUCATION
"Effects of State Department of Education restructuring on the delivery of Services to Children with Disabilities"

SESSION IV

10:15 - 11:15

A. CREATIVE "ON LINE" APPLICATIONS USING TURTLE GEOMETRY (LOGO) AND POSITIONING TECHNIQUES FOR THE PHYSICALLY CHALLENGED YOUNG CHILD
Presenters: Pam Tellock (United Cerebral Palsy, Rochester, NY)
Denise Hart (UCPA-NEPA, Rochester, NY)

This presentation will focus on the creative use of Instant LOGO (a one-stroke computer command language) and positioning techniques for the physically challenged with respect to assistive technology.

B. ENHANCEMENT OF VOCATIONAL OPPORTUNITIES FOR EXCEPTIONAL CHILDREN THROUGH THE PROMOTION AND REPLICATION OF VALIDATED EXEMPLARY PRACTICES
Presenters: Shelia Sarrett (PEER Regional Network, Albertson, NY)
Joani Madarash (PEER Regional Network, Albertson, NY)

Outstanding programs are validated and promoted by the PEER Regional Network. PEER identifies programs enhancing vocational, educational and independent living opportunities for individuals with disabilities. Outstanding transitional programs will be highlighted as well as technical assistance applications to develop state-of-the-art services and revitalize existing programs.

C. VENTILATOR DEPENDENT CHILDREN IN SCHOOL
Presenters: Dr. Andrew S. Rothstein (Henry Viscardi School, Albertson, NY)
Dr. Jack Levine (Henry Viscardi School, Albertson, NY)

A presentation on working with ventilator and technologically dependent children in schools. Emphasis will be placed on coordinating services, providing safeguards, integrating the children in school, and adapting techniques to make access possible.

D. DISABILITY AWARENESS FOR NONDISABLED ELEMENTARY STUDENTS

Presenter: Barbara Hatcher (Fulton-Montgomery-Hamilton BOCES, Johnstown, NY)

As we enter a trend in education which encourages the integration of severely disabled students into public schools, we need to educate our nondisabled students about these disabilities. This presentation will focus on activities and discussions which can be used with elementary students.

E. LIFETIME SPORTS CURRICULUM

Presenters: Melinda Burns (Wildwood School, Schenectady, NY)
Patricia O'Mara (Wildwood School, Schenectady, NY)

Lifetime sports are important for fun, fitness, and relaxation. This program will outline the lifetime sports curriculum used at Wildwood School. The implementation of both instructional and community-based activities will be demonstrated.

F. THE ROLE OF ADMINISTRATION IN IMPLEMENTING AN INTEGRATED PROGRAM

Presenters: Kim R. Houserman (Albion Central School District, Albion, NY)
Susan K. Allen (Albion Middle School, Albion, NY)

This session will provide administrators with specific information regarding the planning, the development, and the implementation of an integrated program at the secondary level. Focus will be placed on team formation, scheduling, staff inservice, and evaluation.

SESSION VI

11:30 - 12:30

A. ARE SPECIAL EDUCATION PRESCHOOLS USING THE AVAILABLE TECHNOLOGY?

Presenters: Dr. Deborah May (SUNY @ Albany, Albany, NY)
Carolyn Akpan (SUNY @ Albany, Albany, NY)
David Grapka (Maywood School, Albany, NY)

This session examines the use of technology in special education preschools. The types of technology in use, how often they are used, problems, and suggestions for use will be discussed.

B. ART AND THE EMOTIONALLY HANDICAPPED

Presenter: Richard Cronk (Nassau BOCES, Baldwin, NY)

This session illustrates the creative and therapeutic benefits of innovative and dynamic art programs for students who are moderately to severely emotionally disabled. Many media including video, computer technology, and drama are covered.

C. THE EFFECTS OF USING PICTURES IN JOURNAL WRITING IN THE TEACHING OF MIDDLE SCHOOL MATHEMATICS

Presenter: Dr. Andi Stix (Pace University, White Plains, NY)

The "Picture Math" approach, where elementary and middle school students are encouraged to incorporate diagrams and pictures into their notes will be presented. Emphasis will be placed on student-centered discovery learning using manipulatives, coupled with pictorial journal writing, creating a wonderful environment for all learning styles.

D. EARLY CHILDHOOD EDUCATION: "DAYCARE" AND "SPECIAL EDUCATION".. FRIENDS OR FOES?

Presenters: Mary Ann Wilson (Sullivan County Community College, Loch Sheldrake, NY)
Marie Bellows Irving (Sullivan County Community College, Loch Sheldrake, NY)

Skills, materials and structure of day care settings are compared/contrasted with those of special education. Each have strengths to share and limits to overcome. Implications for teacher training, inservice, and program design are discussed.

E. INCREASING APPROPRIATE BUS RIDING BEHAVIOR: A TRAINING PROGRAM FOR ADMINISTRATORS AND TEACHERS

Presenters: Dr. Barry McNamara (Dowling College, Oakdale, NY)
Dr. Anthony Daddiego (Lexington School for the Deaf, Jackson Heights, NY)

The purpose of the workshop is to provide educators with the skills necessary to train bus drivers and bus matrons to become competent managers of behaviors. Specific examples from the program developed for multihandicapped students at Lexington School for the Deaf will be provided.

F. THE SCHOOL OF ALTERNATIVE VALUES AND EDUCATION (SAVE) A NEW APPROACH FOR AT RISK STUDENTS OF MIDDLE SCHOOL AGE

Presenters: Janice Patterson (Nassau BOCES, Huntington, NY)
Patrick Silvestri (Nassau BOCES, Huntington, NY)
Elijah Blackshear (Nassau BOCES, Huntington, NY)

Session provides an overview of Nassau BOCES SAVE Program which is an innovative new approach to educating conduct-disordered youth. Environmental education experiences coupled with special education promotes self-esteem, builds trust and facilitates success in learning experiences.

G. FILM THEATRE

BREAK AND SNACK
12:30 - 1:00

SESSION VII

1:00 - 1:30

A. INTEGRATION OF CHILDREN WITH DISABILITIES IN DAY CARE CENTERS

Presenters: Jeanne Kozloski (SUNY @ Albany, Albany, NY)
Dr. Deborah May (SUNY @ Albany, Albany, NY)
Dawn Pierce (SUNY @ Albany, Albany, NY)
Christine Jewell (SUNY @ Albany, Albany, NY)

The willingness of day care centers to accept young children will be discussed. Obstacles and needed support will be highlighted.

B. HOW THE USE OF PLAY DIFFERS IN SPECIAL AND REGULAR EDUCATION PROGRAMS

Presenters: Ray Brogan (SUNY @ Albany, Albany, NY)
Dr. Deborah May (SUNY @ Albany, Albany, NY)

Presents the results of a survey on the use and importance of play in regular and special education early childhood programs. Recommendations for practice will be discussed.

C. DIRECTED VERSUS MEDIATIONAL TEACHING IN EARLY CHILDHOOD SPECIAL EDUCATION

Presenter: Dirk H. de Jong (Beginners of the Capital District, Albany, NY)

This presentation will review and contrast two approaches, directed and mediational teaching, and their underlying assumptions with respect to the issues of product versus process and teacher versus child-initiated learning.

D. THE SPECIAL EDUCATION NEEDS OF CHILDREN TREATED FOR CANCER

Presenter: Debbie Karl (University or Rochester Medical Center, Rochester, NY)

Children treated for cancer comprise a growing population of students with potential special education needs. Advances in childhood cancer therapy include neurotoxic treatment, producing log-term effects on learning with significant implications for educational systems.

E. WHAT'S REALLY GOING ON IN RESOURCE ROOMS?

Presenters: Dr. Catharine R. Whittaker (SUNY College at New Paltz, New Paltz, NY)
Dr. Lorraine Taylor (SUNY College at New Paltz, New Paltz, NY)

State regulations regarding resource rooms differ significantly from state to state. But how much impact do they have on the actual resource room programs? Find out what is happening in New York, Connecticut, Vermont, and Ohio.

F. THE IMPLEMENTATION OF STRUCTURAL TEACHING WITH SEVERELY MENTALLY RETARDED STUDENTS, AS DEVELOPED BY THE "TEACCH " PROGRAM

Presenter: Dr. John Szolnoki (Southern Westchester BOCES, White Plains, NY)

The TEACCH structured teaching program seeks to make the world of the severely handicapped student predictable and less confusing by incorporating clear visible classroom boundaries, physical structure, daily schedule, routines, visual clarity and instructions, to approaching tasks.

G. LINK, A PARENT EMPOWERMENT PROJECT TO SMOOTH TRANSITION FROM SCHOOL TO ADULTHOOD

Presenter: Steven L. Kessler (Nassau BOCES, Wantaugh, NY)

A "how-to" session on developing a reference manual of community-based services to promote the smooth transition of young adults from school to adulthood.

SESSION VIII

1:45 - 2:45

A. ESTABLISHING AN EXPERIENCE BASED CAREER EDUCATION PROGRAM: A SCHOOL-BUSINESS-COMMUNITY PARTNERSHIP

Presenter: Iris H. Maitland (Mamaroneck Union Free Schools, Mamaroneck, NY)

A guide for the establishment of an innovative experience based career education program is provided. A comprehensive individualized learning program that utilizes the entire community as a partner in education is explored.

B. YOUNG CHILDREN'S KNOWLEDGE ABOUT DISABILITIES

Presenters: Brenda Callaghan (Capital District Beginnings, Troy, NY)
Dr. Deborah May (SUNY @ Albany, Albany, NY)
Barbara Hatcher (Fulton-Montgomery-Hamilton BOCES, Johnstown, NY)
Amanda Bryans (Albany County Head Start, Albany, NY)

Presents the results of interviews with young children about their knowledge about disabilities. Also discusses the relationship between knowledge and attitudes and how we need to use this information in planning disability awareness programs.

C. REDUCING AGGRESSION DURING TRANSITIONS BETWEEN INSTRUCTIONAL ACTIVITIES IN BEHAVIORALLY DISORDERED STUDENTS

Presenters: Dr. Meenakshi Gajria (St. Thomas Aquinas College, Sparkill, NY)
Mary Jane Wright (Astor Learning Center, Rhinebeck, NY)

This presentation describes results of a study focusing on teacher directions during transitions to decrease aggressive behaviors. Data on different categories of aggression collected through direct observation for sixteen entire school days will be presented. Implications of this research for teachers will be discussed.

D. COMPUTERS AND YOUNG SPECIAL NEEDS CHILDREN: STEPS TO SUCCESS

Presenter: Linda Benton (The Early Childhood Education Center, Altamont, NY)

This workshop will focus on how one small, nonprofit agency developed a computer resource room and successfully integrated computer play into its classroom program. Handouts will be provided.

E. COMMUNITY-BASED WORK/STUDY TRANSITIONAL PROGRAMS FOR THE AT-RISK STUDENT WHO IS EMOTIONALLY DISABLED

Presenters: John Hartnett (Nassau BOCES, Baldwin, NY)
Dorene Cahill (Nassau BOCES, Baldwin, NY)
Paul Reilly (Nassau BOCES, Baldwin, NY

A transitional program for at-risk secondary level students with disabilities. This work/study format emphasizes self-awareness and vocational exploration through unpaid work practicums in the community that can lead to full-time employment.

F. SUMMER SCHOOL ON A SHOE STRING

Presenter: Marlene Wechsler Matus (Merrick Union Free School District, Merrick, NY)

A slide presentation will show activities involving children in a program of remediation during a six week summer school. Discussion will include recruitment of staff, supplies, organization of classes, use of student teachers and budget.

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Heidi Reichel
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News From Albany

Innovative Special Education Program Waivers

Consistent with the principles of a *New Compact for Learning*, the Regulations of the Commissioner of Education have been amended to allow greater flexibility in establishing local goals and objectives which lead to improved outcomes for students with disabilities and enhance opportunities for these students to participate in programs in the least restrictive environment. Section 200.6 of the Regulations of the Commissioner of Education was amended in October 1991 to allow waivers from the provisions of Section 200.1 and 200.6 of the Regulations to implement innovative special education programs and services. In January 1992, the regulations were further amended to add Subdivision 200.6(1) which establishes procedures for the granting of such waivers.

Local school districts, BOCES, Special Act school districts, approved private schools, State-operated and State-supported schools and State departments or agencies may apply for waivers from the provisions of Section 200.1 and 200.6. An application must be submitted to the Department at least 60 days in advanced for the proposed starting date of the innovative program. The recipient of a waver is required to submit an annual report to the Commissioner regarding the operation and evaluation of the innovative program which addresses student outcomes, participation in the least restrictive environment and appropriate fiscal information. After a waiver has been received for three consecutive years, an annual report is no longer required. In addition, the Commissioner is authorized to terminate a waiver when a program has failed to meet the objectives stated in the application or for non-compliance with federal requirements or any State requirements not specifically waived in the approval.

A memorandum describing the amendment and including the waiver application form was disseminated in March 1992. To receive a copy of this memorandum and the application form or to request additional information on innovative special education program waivers, please contact the nearest Regional Office of the Office for Special Education Services at (518) 474-8917 or the OSES Publications Request and Status Line at (518) 474-7337.

Updated Part 200 Regulations of the Commissioner of Education

In April, 1992, Office of Special Education Services (OSES) issued a compilation of the Part 200 Regulations of the Commissioner of Education. This compilation includes all amendments **confirmed** by the Board of Regents through January 1992. The New York State Education Department will propose future amendments of these regulations, as necessary, to ensure compliance with the Individuals with Disabilities Act (IDEA) of 1990, formerly the Education of the Handicapped Act.

Single copies of this publication are available from the Special Education Training and Resource Center (SETRC) network. For the location of the SETRC in your region, or if you have any questions, please contact the Division of Program Development of the Office for Special Education Services (OSES) at (518) 474-8917. Multiple copies may be obtained by calling the OSES Publications Request and

Status Line at (518) 474-7337, or by writing to:
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Update on Students with Attention Deficit Disorder (ADD)

The United State Department of Education (Office for Civil Rights, Office of Special Education and Rehabilitative Services, and Office of Elementary and Secondary Education) issued a "clarification of policy" memorandum regarding the needs of children with Attention Deficit Disorder (ADD) (DPS Memorandum 92-013). The memo indicates ADD has *not* been added as a separate disability category in the Individuals with Disabilities Education Act (IDEA).

It is important to note that this federal memo does not signify a chance in policy or a new regulation, but simply clarifies existing procedures. This does not mean that school districts need to establish separate classrooms for student with attention deficit disorders. On the contrary, it is the position of the New York State Education Department that most students with ADD should *not* require special education or related services and can be served in regular classrooms with appropriate modifications, accommodations and support. Key points of the United States Department of Education's "classification of policy" memo regarding the needs of children with ADD are summarized below.

- Students with ADD may be eligible for services under IDEA if they meet the eligibility criteria applicable under the disability categories of the Act. These may include "Other Health Impaired", "Seriously Emotionally Disturbed" or "Specific Learning Disability."
- Students who do not meet the eligibility requirements under the IDEA may, nonetheless, be "handicapped under Section 504 of the Rehabilitation Act of 1973. The definition of "handicapped persons" in Section 504 is ". . .any person who has a physical or mental impairment which substantially limits a major life activity. . ." Depending on the severity of the ADD, a student may be covered under Section 504.
- School districts are responsible for evaluating all children who may need special education and related services, including students with a medial diagnosis of ADD. A district cannot refuse to evaluate a child.
- If a child with ADD is determined eligible for services under the IDEA, an individualized education program (IEP) as prescribed in the IDEA, must be developed and a full continuum of placement alternatives, including the regular classroom, must be available for providing special education and related services as specified in the IEP.
- If there is a disagreement over a child's eligibility for special education, the parent may request a due process hearing, pursuant to the IDEA.
- If a child is handicapped as defined by Section 504, he or she must be provided with an "individualized education program." Section 504 indicates that an "IEP" as specified in IDEA is "*one* means the free appropriate public education requirements under Sections 504". *Another* way is to document the specific accommodations which the district will provide to the child in the regular classroom which must be maintained in the child's cumulative file.

In summary, students who are referred to the CSE because of a suspected disability must receive a non-discriminatory, multidisciplinary evaluation to determine eligibility for special education services as prescribed in current federal and state laws and regulations. A student determined for special education programs or services, must be identified as "a child with a handicapping condition" under Article 89 of the Education law with all the rights thereunder.

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   East Stroudsburg, PA 18301

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

The FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

VOLUME 18, NO.3 **FALL 1992**

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THE KEY TO EXCELLENCE IN SPECIAL EDUCATION

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the FORUM

MANAGING EDITOR
Heidi Reichel, M.S.
(516) 423-6215

EDITOR
Dr. Diane P. Cavanagh
Dept. of Sp. Ed. & Rehabilitation
East Stroudsburg University
220 Prospect St.
East Stroudsburg, Pennsylvania 18301
(717) 424-3764

ASSISTANT EDITOR
PROFESSIONAL NEWS
Dr. Thomas McIntyre
Department of Special Education
Hunter College
695 Park Avenue
New York, NY 10021

ASSISTANT EDITOR
LITERATURE REVIEW
Dr. Herbert L. Foster (402)
Professor Dept. of Instruction
582 Baldy Hall
State Univ. of N.Y. at Buffalo
Amherst, New York 14260
(716) 636-2123
100 Sedgemoor Court
Williamsville, New York 14221
(716) 634-8463

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Dianne E. Berkell (71), Judith A. Bondurant-Utz (402), Sharon Cramer (402), Marc Jacobs (402), Joan Masters, Deborah May (248), Joel E. Mittler (71), Philip Reiss (248), Rebecca Rich (615).

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Dr. Michael Glover
President
Waterville Central School District
Madison Street
Waterville, NY 13480
(315) 841-4161 (work)

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Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-4334 (work)

Dr. Deborah Shanley
Vice President
330 East 71 St. Apt. 3A
New York, NY 10021
(212) 734-8041 (home)
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(516) 299-2245 (work)

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ADVISORY BOARD
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PAN Representative
760 Lawrence Avenue
East Aurora, NY 14052
(716) 652-8563 (home)
(716) 878-5311 (office)

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A. Regional Representatives

Ms. Valentina Krauss
Albany
2307 Rosendale Rd. Apt. #2
Schenectady, NY 12309
(518) 382-2042 (home)

Ms. Sandy Hamp
Buffalo
5320 Strickler Road
Clarence, NY 14031
(716) 759-7283

Dr. Lyle Lehman
Rochester
44 Westview Crescent
Geneseo, NY 14454
(716) 243-3392 (home)

Dr. John Szolnoki
New York I
109 First St.
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(914) 761-5055 (work)
(914) 835-5619 (home)

Ms. Nancy Funke
New York II
11 1/2 West 84th St.
NewYork, NY 10023
(718) 596-4441 (home)
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43-36 Robinson St. 4G
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(718) 886-3355 (home)
(718) 899-8800 x 246 (work)

Dr. Leslie Soodak
Long Island
336 West End Ave.
New York, NY 10023
(212) 724-5853 (home)

B. Student Association

Dr. Judith Bondurant-Utz
NYS-SCEC Advisor
7810 Buffalo Rd.
East Aurora, NY 14052
(716) 655-0126 (home)
(716) 878-5429 (work)

SCEC Officers
Debbie Zellinger (R)
(H) 716-874-6571
Bette Anne Domilici
(H) 716-874-6571

C. Divisions

Ms. Valerie Kelsey
CASE Representative
Box 200A, RD # 1
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Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-4334 (work)

Ms. Carol Eagen
DEC Representative
519 Dyckman Street
Peekskill, NY 10566
(914) 245-2700 x 230 (work)

President's Message

Dr. Michael Glover

BE SOMEONE'S MRS. FINDLAY

There are times when the task of meeting the needs of students with special needs, especially children from neglectful or abusive backgrounds, seems overwhelming. It is when I feel despair over the prospects of such young children that I think back on Mrs. Helen Findlay. Mrs. Findlay was a teacher in Canarsie, New York near Brooklyn. She noticed a little girl in her classroom who seemed very depressed. Although clearly bright, the child was often teased by her classmates causing her to further withdraw from them.

Mrs. Findlay took an interest in the child and found that she was one of two children from a poor family. Her father, an immigrant from England, had been raised in an orphanage and had very little sense of what a family should be. Her mother had been raised in a series of foster homes, at least one of them in which she had been sexually abused. June's mother suffered from depression and seldom left the house, often keeping the blinds closed and the curtains pulled. June was not allowed to have playmates over and often had to do the family shopping for groceries, make trips for her mother and perform numerous duties outside of the home.

Mrs. Findlay made a visit to the little girl's home and spent hours talking to her mother. She encouraged the child to develop her talents and intellectual skills and young June blossomed socially. When June and a friend walked forty city blocks to visit Mrs. Findlay one summers day they were not rejected but rather welcomed on to the patio to drink lemonade, tell stories and share their dreams and aspirations with their favorite teacher.

The relationship with Mrs. Findlay continued for years, through disappointments and triumphs. Mrs. Findlay encouraged June to continue her education and they both celebrated her induction into the National Honor Society and eventual graduation from nursing school. June is an adult now with seven grown children of her own, all of whom attended college. Some fifty years later she still maintains close contact with the women she now calls "Mom" Findlay.

When I asked her recently how she overcame her difficult family background she responded simply "Mrs. Findlay gave me self esteem." We may not, as teachers, change the world but we may have a profound and lasting impact on a small child's life. Is there a June in your classroom? Will you be that child's Mrs. Findlay?

You may be wondering how I know so much about this story and just who June is – June is my mother. Thank you Mrs. Findlay for having a profound impact on her life and on the lives of my brothers and sisters. You are a special educator in the truest sense of the word.

Please be a child's Mrs. Findlay.

VIEWPOINT

While putting together this issue as new editor of **The Forum,** I have truly come to appreciate the term "teamwork". Without the help and expertise of my colleagues, both the completion of the task at hand and the success of the end product would have certainly been out of reach. In the field of special education it is becoming increasingly evident that this concept of "teamwork" is the key to successfully educating students with disabilities. We need to rely on all members of the professional team in our particular teaching situation in order to develop, implement and monitor quality programs for our students. Whether it is the multi-disciplinary team in an official capacity or a group of regular educators and special educators informally meeting to discuss curriculum, teamwork will ultimately result in constructive and innovative ideas, solutions and alternatives.

This issue of **The Forum** takes a look at the concept of "teamwork" from several perspectives. That is, teamwork as a federal regulation and also as a part of the inclusion process, with specific emphasis on whole language. Teamwork is also examined as it relates to working with parents and also as a collaborative model in local school districts. It is our contention that by working together with all disciplines, special educators can achieve the "excellence" that the literature has been encouraging all educators to strive for in educating students in America's schools.

In theory, teamwork is an enticing concept. As we know all too well, it is a difficult task to achieve effectively. It is up to us as special educators to take that first step and encourage colleagues to work as a team to provide excellence in educating students with disabilities. In particular, the wall between special education and regular education must come down in order to deliver quality services to students with disabilities.

As editor, I would like to encourage you to become active in your local CEC chapter. For those already involved, send us your chapter news. Please feel free to write to me with comments, suggestions and/or criticisms, etc. so that we can improve **The Forum** in a way that will meet the needs of our 3,000 members. I would also like to encourage members to submit manuscripts either on the topical issues we have proposed or on any other research presentation, model program, etc. that you are involved with in the field. We strongly encourage students to submit manuscripts. **The Forum** reaches 3,000 members and is a great communication tool for all members throughout the state.

Diane P. Cavanagh
The Forum, Editor

Call For Manuscripts: Future Topical Issues

In an attempt to meet the needs of our readers by presenting articles which are timely and appropriate to the field, we have proposed the following topical issues. Deadlines for submission are listed as well as the targeted quarterly issue for each topic. Please submit manuscripts for publication which adhere to the outlined guidelines listed below. We are seeking articles that are of a practical nature that address issues, concerns, solutions, etc. geared to the practicing professional in the field. Please encourage your colleagues to submit those innovative ideas, stimulating presentations, practical research and model program descriptions for the following issues:

Spring, 1993: "Inclusion"
Deadline: February 28, 1993.
Fall, 1993: "Facilitative Communication"
Deadline: August 1, 1993.
Spring, 1994: "Transitions"
Deadline: February 1, 1994.

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Multidisciplinary Teams: The Essence of Empowerment

L. Jay Lev
Assistant Superintendent
for Curriculum Development and Pupil Services
Harborfields Central School District
Greenlawn, New York

Susan M. Lev
Special Education Teacher
Levittown Union Free School District
Levittown, New York

As school districts begin their planning regarding shared decision making under the New York State plan known as the Compact for Learning, they should turn their attention to recent educational history and the evolution of Multidisciplinary Teams. Commissioner's Regulation 100.11 calls for each school district in New York State to develop a plan that defines the membership, role and decision making areas of their local shared decision making committee. Many school districts are turning to programs that have evolved out of the Effective School Research literature program being utilized under School-Based Management (Brookover et al., 1982). Why not look at the model of the multidisciplinary team as a basis to generate ideas for the development of the school's shared decision making plan?

THE PARADIGM OF THE PAST: ITS ROLE IN THE FUTURE

The paradigms of the past are not always consistent with the paradigms of the future, but why not explore what has been an ongoing success? Multidisciplinary Teams have had fifteen years of successful evolution and development, where community members of all motivations and faculties of diverse training have successfully created a team to deal with the process of educating exceptional children. After all, multidisciplinary teams have successfully dealt with federal legislative mandates, state regulations and local board of education policy. They have implemented timelines, have organized educational change, have been part of systemwide networks of accountability, have a powerful expectation for outcomes and most importantly, have served the welfare of children in the public schools. As shared decision making committees under the new Compact for Learning become the responsible agent for defining decision making, districts should explore the impact the special education multidisciplinary teams has had using this process of shared decision making and collaboration for the last fifteen years.

Over fifteen years ago with the inception of Public Law 94-142, the concept of shared decision making was introduced to special education in legislation and in regulation. The intent was to create compliance with federal court directives. These directives required the introduction of a process that involved seeking consent from others outside the authority of the schools when reaching special education instructional decisions. As states began to submit their plans to the Department of Education, the need for required multidisciplinary teams which could utilize effective methods of consultation and collaboration became clear. Contained within these mandated state plans were a variety of committee structures organized under many names, Child Study Teams, Committee on Special Education, Student Teams, Pupil Personnel Teams, and Pupil Assessment and Consultation Teams. What they were called by states didn't seem to matter. What was important was their charge: they were going to break ground for a sometimes difficult, but always effective, process of shared decision making regarding the education of children with disabilities.

The first issue that these committees dealt with was not their composition since a traditional interpretation of the laws called for a mixture of special education classroom teachers, evaluation specialists, administrators and parents. The issue, instead, was authority and power. The literature frequently describes power as the ability or capability of an individual or group to control or influence others in such a way as to effect their behavior in predetermined directions (Sarason, 1990). Multidisciplinary teams strived for many years to organize in such a way so that their influence would be taken seriously by all members of the school community. However, they soon learned, their power was yet to be defined. Conflicts developed as a result of their recommendations. Their efforts frequently did not meet with a great deal of satisfaction by the building principal and in some cases by the Superintendent of Schools. Multidisciplinary committees quickly established that the authority they needed to operate must wear the guise of legitimacy. The Multidisciplinary Team soon learned that their power need not wear the cloak of authority in order to make itself felt. Thus, while there was both a need and requirement for these multidisciplinary teams to assist in the implementation of federal and state regulations, this task could not be solved simply by anointing themselves with power.

As multidisciplinary teams began to redefine their roles away from pure decision makers and toward problem solvers who guided many school conflicts to reasonable and relevant conclusions, their active input was soon sought. These multidisciplinary teams assumed the responsibility of monitoring feedback and organizing information from the many sources involved in the process. This enabled school communities to begin to see multidisciplinary teams as positive influences in a process which was often confusing. By communicating an attitude of reciprocity and joint responsibility, these successful teams established strong relationships within their school community (West and Cannon, 1986). The power originally sought after by these multidisciplinary teams eventually grew out of the effective relationships they developed by remaining accessible to others and providing viable solutions which could be smoothly integrated into their existing school programs (West and Idol, 1987). It is instructive to analyze the key ingredients of the multidisciplinary teams' growing success in the public schools.

PROCESS AND CONSULTATION:

Each multidisciplinary team learned the skill of consultation, some more effectively than others. There began to develop a codification of working procedures, timelines

sharing and social competency skills. These skills developed out of necessity knowing full well that both federal and state regulations would ultimately serve as the baseline upon which their actions would be judged. The teams developed effective strategies which were later identified in collaborative and interdisciplinary school consultation models (West and Cannon, 1986, West and Idol, 1987). The inclusion of the regular education teacher as an active member of the Multidisciplinary Team has contributed to the collaborative process. Teachers who experienced this participation requested that their multidisciplinary team also discuss the needs of non-classified children. It became obvious to these regular education teachers that the multidisciplinary team in their building employed a valuable method of problem solving that could result in the non-special education teacher understanding more effectively the management needs and instructional styles of students that they considered at risk.

PERCEIVED VS. REAL EMPOWERMENT

The Multidisciplinary Teams frequently cited and used the regulations of the federal and state government to impart their wisdom. Needless to say, this created a political environment that was something less than appreciated by personnel in the schools in which they worked. After all who needed to be told they must do this or they must do that. . .It is a Federal Regulation!!

Instead, Multidisciplinary Teams turned to a model of staff development which facilitated opportunities for professional staff to voluntarily learn the mandates of the land regarding the education of children with disabilities. The teams moved away from combative approaches of telling their colleagues what to do and adopted an approach which fostered equal responsibility calling upon their colleagues' training and new understanding of the requirements under the law. For example, participation in a staff development activity presented by the multidisciplinary team in the building, followed by the opportunity to present the information at a team meeting, enabled a coalescing of collaborative ideas to take place. Regular education teachers who had the opportunity to sit on the multidisciplinary team, observing the process, were able to apply a similar model of communication in working through a student problem with other regular education teachers. Meeting together to collaboratively discuss the needs of individual students became a powerful working tool. In so doing, the Multidisciplinary Teams were successful in changing a negative perception about their empowerment.

As time progressed, the efficacy and impact Multidisciplinary Teams have made on schools in New York State is well known. These teams, founded in shared decision making and collaborative consultation, are now considered a vital part of the school structure and bring both long range planning and short term solutions to our schools in a manner that exemplifies the intent of empowerment.

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Modifying Whole Language for the Inclusive Classroom: Teachers Working Together

Rebecca Rich
Assistant Professor
Manhattanville College
Purchase, New York

Lisa Freund
Assistant Professor and Director of Special Education
College of Mount Saint Vincent
Riverdale, New York

The current trend in education is to instruct all children, including those with disabilities, within the framework of general education. Given the policies referred to as full inclusion, integration, and/or the regular education initiative, children with special learning needs will be spending a large portion, if not all of their day, in the regular classroom (Wang, Reynolds, and Walberg, 1988; Jenkins, Pious, and Jewell, 1990). Our challenge as educators is to ensure that children with learning difficulties are successful in the regular classroom and that we accommodate for their individual needs. Toward this end, special educators and regular educators must work in teams to implement and evaluate instruction (West and Cannon, 1988).

To achieve successful collaboration, regular and special educators cannot afford to be divided over teaching methods, as they currently appear to be in the case of reading instructions. Controversy concerning "the right way: to teach children to read has raged for decades. The current debate is between those who advocate a code emphasis approach versus those who support holistic philosophy and methods (Whole Language). Unfortunately, in many cases, special and regular educators are viewed as being in opposing camps, with special educators espousing code emphasis methodology, and regular educators, the Whole Language approach.

As with all such debates, the solution is to follow neither extreme, but rather, to combine or compromise. While both approaches may appear to be mutually exclusive, they in fact, to some degree, share a similar underlying philosophy: the need for child-centered individualized instruction for all children. This similarity can form the basis of a dialogue between special and regular educators.

It is important that all teachers use a wide variety of effective strategies in the teaching of reading and writing. Rather than embrace a single theory, teachers should know a variety of theories and methods, and develop the ability to combine these approaches to meet the needs of individual students (Duffy, 1992).

Modifying Whole Language

We believe that teachers, when collaborating to assist students with learning difficulties, should concern themselves with 1) teaching *children* (not a specified method or curriculum); 2) selecting the Whole Language methods which appear to benefit each of these students; and 3) most importantly, approaching the teaching of reading, writing, speaking and listening with flexibility, creativity, and eclecticism.

Writing Behavioral Objectives for the IEP

As mandated by law, special education students must have a written IEP including annual goals and short term instructional objectives. Students are often evaluated with conventional standardized assessment instruments, which tend to subdivide reading into discrete skills (such as number of words read correctly or percentage of comprehension questions answered correctly). As a result, the IEP tends to define instructional outcomes by specifying progress in discrete skills. While this relationship between assessment and the IEP may make IEP writing more "convenient", it poses certain dilemmas for those teachers who use Whole Language methods and for those who believe that assessment should be authentic and dynamic. How can behavioral objectives be written so that they accommodate holistic principles?

In Figure 1, we have given several examples of how to translate instructional needs into behavioral objectives without sacrificing holistic principles. These objectives include observable performance, conditions, and criteria, yet still reflect desired outcomes which are consistent with Whole Language philosophy and practice.

Instructional Need	Holistic Objective	Behavioral "Whole Language" Objective
Sarah rarely corrects reading miscues.	Sarah will correct reading miscues that don't make sense.	When reading 2nd grade material, Sarah will self-correct semantic miscues 90% of the time.
Tim is unable to recall characters or plots from famous fairytales.	Tim will be exposed to more fairtales during sustained silent reading	When reading fairytales, Tim will be able to retell them in correct sequence including details.

Figure 1. Modifying behavioral objectives to reflect holistic principles.

Teaching Phonological Awareness

Proponents of both Whole Language and code emphasis approaches agree that a minimal level of phonological awareness is a prerequisite for learning to read (Lewkowitz, 1980; Mann and Liberman, 1984). Phonological awareness abilities include rhyming, identifying sounds in spoken words, and segmenting syllables and sounds within words. Phonological tasks can include creating rhymes, recognizing rhyming word pairs, and using invented spelling.

An appealing phonological awareness activity for children is recognizing the "secret language". This is phonological blending game in which the teacher slowly articulates the phonemes of a word (such "m - a - n" or ("st - ep"), with the child being required to identify the word in question.

Direct Teaching of Basic Skills

Traditional Whole Language advocates suggest that children learn to read by reading and, through reading, will "intuit" or "figure out" the rules (Goodman, 1986). However, from our experience, children with special learning needs do not easily or independently "crack the code". They need direct instruction of sight words, phonics, and structural analysis skills.

It is possible to teach decoding skills "directly" using storybooks, along with the traditional flash cards, worksheets and basal readers. For example, storybooks can be selected that focus on specific phonic or structural elements (see Figure 2).

Seuss, Dr. *Hop on Pop.* Random House, 1963
Mosel, Arlene, *Tikki Tikki Tembo,* Scholastic, 1968
Eastman, P.D., *The Best Nest,* Random House, 1968
Hutchins, Pat, *Good Night Owl,* Macmillan, 1972
Slobodkina, Esphyr, *Caps for Sale,* Addison-Wesley, 1940
Wiseman, Bernard, *Morris and Boris,* Mead, 1974
Seuss, Dr. *Green Eggs and Ham,* Random House, 1960

Figure 2. Samples of storybooks which repeat phonic elements.

Sight words can be isolated from storybooks and then taught using a traditional structured approach. In fact, whole sentences can be "extracted" and cut into pieces for review and practice. Or, paragraphs, passages, or poems can be taken from the storybooks and used in a variety of activities to reinforce sight vocabulary (see Figure 3). Finally, children can use reading logs to note new sight words they have learned in their independent reading (see Figure 4).

Humpty Dumpty sat on a _____
Humpty Dumpty had a great _____
All the king's _____
And all the king's _____
Couldn't put Humpty Dumpty together _____

1. What words are missing?
   a. Student responds verbally
   b. Students writes words in blanks using invented spelling, if needed
   c. Teacher writes words on word cards (using traditional orthography)
   d. Word cards are placed in student's word bank

Figure 3. Regenerating text.

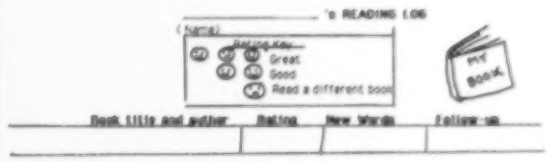

Figure 4. Sample reading log.

Sight words can also be reviewed and practiced using flash card drill and a wide range of teacher-made games (Bingo, Memory, Tic-tac-toe, Go-Fish).

Monitoring for Meaning

Whether one supports a Whole Language or code emphasis approach, there is agreement that the ultimate goal of reading is to generate meaning from text. With this in mind, it is important to remember that children with learning problems are not always aware that they have not understood what they have read. Hence, we suggest some activities to foster comprehension monitoring (see Figure 5).

1. Which sentences do not make sense? Why?
I like to eat spaghetti and soccer balls. I love when my mother pours tomato sauce all over them. Sometimes I take my hairbrush and twirl the spaghetti through the prongs. I want to learn to kick spaghetti and meatballs.

2. The student retells a popular story, for example, "Little Red Riding Hood"
The teacher jots down the phrases as the student recites them. The student finds phrases in text to correspond to his retelling.

3. Substitution Activity
The student reads a paragraph extracted from text. When he/she comes to an underlined word, he/she substitutes another word that makes sense.

After herds of buffalo had been destroyed and the Indians *subdued*, ranchers *claimed* the western plains. The ranchers owned cattle. The ranchers allowed their cattle to *graze* the open land.

Figure 5. Activities to reinforce monitoring for meaning.

Concluding Remarks

Reading instruction that is thought to be best for *"all* children" may not be the best instruction for *"each* child". In order to be successful, special needs students must have regular and special education teachers whose goal is to collaboratively assess which technique is best for which child, and under which set of circumstances. When eclectic, creative, and flexible teachers work together as a team toward this common goal, then literacy for all children can be fostered.

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Linking To The Community

Heidi Reichel, M.S.
Learning Disabilities Specialist/Educational Consultant
Huntington, Long Island, New York

Collaborating With Parents

It looks like the nineties is going to be the decade for communication and collaboration; collaboration between regular education teachers and special education teachers, collaboration between disciplines, and collaboration between teachers and parents.

For years parents have felt frustrated as teachers and administrators failed to take seriously the insights and assistance which they (parents) had to offer. Finally, educators and administrators are beginning to recognize the value of parents as *partners* in education rather than just benevolent cake bakers and luncheon givers who must be tolerated and appeased.

Why Parents as Partners

From an academic standpoint, all of the research which has come out recently concerning parent involvement in education overwhelmingly confirms what some of us have been saying all along. Students whose parents are involved in their schooling are, on the whole, more successful than those students whose parents are not.

From a political standpoint, the National PTA (which is the largest child advocacy association in the country) has made parental involvement in education a top priority. They are trying to get laws written mandating parental involvement programs in every school. In the meantime, they are encouraging local PTA's to begin forming parental involvement programs and policies in their own districts.

Parental involvement has been mandated for parents of children in Special Education, Head Start, and Title I, for years now. However, the net effect of this mandate has generally been to keep parents informed and on occasion to succumb to pressure from persistent parents as to program placement. This type of 'parental involvement' does nothing to foster collaboration between parents and teachers. Rather, it fosters an 'us' against 'them' relationship in which educators and administrators are the experts and parents are subordinate.

Eliminating Communication Blockers

Parents can be a tremendous resource for teachers just as teachers can be a tremendous resource for parents. However, before they can really begin to work together they may have to unload some baggage. Teachers have to rid themselves of any preconceived notions that they know a student better than the parent does, that they know what is best for the student, that they care about a student more than the parent does or that the parent is not a good parent. Parents have to overcome feelings related to their own schooling. For some parents going to a parent teacher conference brings back the feeling of being kept after school, while going to a CSE meeting is worse than being sent to the principal's office. In addition many parents of children in special education are tired of hearing how poorly their children are doing. They have all but written off the high expectations which they had when their children were born.

Facilitating Parental Collaboration

Teacher's can set parents at ease by letting them know that they, teachers, are accessible and nonjudgemental. Let parents know that you value the insights about their child. When their insights don't match yours don't dismiss them. Problem solve together to see what factors may be causing the difference. Teacher perception and parental perception could be different. However, it is just as likely that the child is behaving differently in different environments. Investigating the factors in those environments can give both parent and teacher new insights into dealing effectively with that child.

Another way in which teachers can foster collaboration is to communicate clearly. The area in which teachers and parent come to encounter conflict most often is homework. Judging from the calls I get from parents these questions demand more clarity –

How much homework do you give?
How long should a student spend on homework on any given night?
What should a parent do if the child has spent an excessive amount of time on homework and it still isn't finished? (Some parents do it themselves at this point, I doubt you want that.)
Do you expect parents to sit with their child during homework time? (This is not asking for your approval or disapproval of current practices. It simply asks your expectations.)
Are you giving homework which the child should be able to complete on his own?

Clearly this is only a start, only the tip of the collaborative iceberg, as it were. However, don't underestimate the importance of taking that first step. Once you open new lines of communication there's no telling how far you can go.

(Heidi Reichel M.S. is a Learning Disabilities Specialist and Educational Consultant. You can contact her at 516) 432-6215).

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Chapter Spotlight
Chapter 71 – Nassau County

Contributors:
Gladys Seisler, *Past President*
Ruth F. Gold, Ed.D., Prof. of Spec. Education, Hofstra University
Phoebe W. Lazarus, Ed.D., *Program Co-Chair.*

Long Island Chapter 71 used the past year's bi-monthly meetings to examine collaborative efforts in local school districts in the delivery of services to children who require special education. Programs at each meeting focused on problems, issues, advantages and disadvantages of models used in those districts in which members were employed. Panelists shared experiences highlighting areas of strength as well as the contrasting points of view of presenters from special and regular classrooms, speech, reading and content area staff.

Collaborative models were found at all levels: elementary, middle school, junior high school and high school. Some teams of collaborating teachers/therapists provided direct services; some worked with only one or two children; some worked with large groups; still others provided indirect services. All participants described the time factor (time for team planning and evaluation) as the most crucial factor in the implementation of models. All cited the need for administrative support at all levels.

The Chapter 71 Executive Board decided to culminate the year's focus on models of collaboration by recognizing the teams from districts in Nassau County who were in various stages of both developing and providing inclusion of students with special needs. Administrators from each school district were asked to nominate one team of classroom teacher and related service staff member to receive recognition awards. The teams of ten districts were selected from among the nominees. Awards were presented at the annual Chapter Installation and Award Dinner on May 28, 1992.

Brief descriptions of district models and the names of the team members follow.

THE COLLABORATIVE TEAMS OF 1992

EAST ROCKAWAY: Rhame Ave. School (Gr. 1-6) Coordinated services in academics, speech/language and social skills focus on remediation of specific skills and the development of alternate strategies for learning. The team works to develop communication skills for effective comprehension and expression in the classroom, to improve self-esteem and to enhance peer relationships and work habits in students in Grades 1 through 6.

Collaborating Team: Sheila Ornstein, Res. Rm., Geraldine Federonko, Sp. Ed., Barbara Gerber, Psych.

HERRICKS: Center Street School (Gr. 1 & 2) The Collaborative team at the Center Street School uses a confluence model which promotes an environment of inclusion; permits greater personalization of instruction; develops self-esteem; and integrates readers of various strengths and weaknesses in discussion of literature and problem solving experiences. Grades 1 and 2 are the current targets for the collaborative approach.

Collaborating Team: Joanne DeSarbo, Sp.Ed., Jo Korder, Rdg., and general ed. teachers. Maria Barbieri, Jill Fowler, Sharon Judge, Myrna Fishbach, Mary Orta, Joan Dixon

JERICHO; Middle School (Gr. 6) A pilot collaborative project is in work at the Middle School focusing at Grade 6 and featuring joint planning and implementation by a General Educator and Related Service Personnel. The project which focuses upon reading has been developing systems of inclusion which involve alternative instructional methods and flexible grouping.

Collaborating Team: Nina Bennet, Gen'l Ed., Ellen Jurist Rel. Svc.

LAWRENCE; Lawrence Middle School (Gr. 7) The Middle School collaborative team includes all major subject areas (Science, Social Studies, English and Research Skills) under a research project called "Technology Integration:/Search". The project was sponsored by EDC of Massachusetts. Totally heterogeneously organized, the project required use of computers, video discs, tapes and other technology. Resource Room students participate in every phase enabling positive peer relationships to develop.

Collaborating Team: Kathine Hoak, Sp. Ed., F. Dave Gold, English, Jodie Menchel, Science, Judy Greenwood, Soc. St., Sybil Oster, Media Spec., Patricia Ganzi, Math.

ROCKVILLE CENTRE: Rockville Centre High School (Gr. 9 - 12) A speech and reading team works with high school students and staff with a heavy emphasis this year on acceptance for MR and regular student interaction during Phys. Ed., lunch, home economics and other activities such as inviting and hosting even more disabled students during SSHS sharing conferences. As a result of team efforts, professional staff have interacted more freely and have raised the expectation level for these students. The Team works for a common cause: *all* children.

Collaborating Team: Joyce Avellino, Sp. Ed., Steve Smaldine, Sp. Ed., Sandra Morvitz, Sp/Lang., William Greico, Phys. Ed/Health.

WESTBURY: Powells Lane (Gr. 4) A team of special educator, general educator and related service staff works at the fourth grade level in a district with a variety of cultural and educational differences. Team effort has produced creative solutions for the social, emotional and academic problems the students encounter daily. Noticeable effect of team efforts have been observed in self-esteem of students, academic improvement and peer relationship. In addition, there has been marked improvement in communication among the staff of the school.

Collaborating Team: Rosemarie Brody, Sp. Ed., Francine Doyno, Gen'l Ed., Beth Sofer, Related Svc.

The respective school districts are in the process of evaluating the effectiveness of their models of collaboration. An interchange with other districts and regions is planned in order to share the positive aspects of their models as well as the problems, issues and attempted solutions. (See Professional Connections for contacts if you are interested in sharing your ideas/model for effective collaboration.)

Summary of Executive Board Activities

The Executive Board met on Saturday, September 12, 1992 in Buffalo, New York. President Michael Glover provided an update of plans for the 1993 convention in Albany as well as a review of a list of committee memberships for the 1992-93 year. Debbie Shanley's name was added to the Convention Committee. President-Elect Sharon Cramer and guest editor of the *Summer Forum* reported that in the Summer, 1992 issue one of the membership recruitment strategies was instituted. CEC convention registrant who recruited a new CEC member received a $10.00 rebate (one time only). The site for the 1994 convention was discussed and it was decided that it would be held in Rochester.

Sharon Raimondi, PAN coordinator attended the annual CEC PAN Coordinators workshop held June 28-30 in Washington, D.C., and reported on her activities which included learning about how Congress works and visiting various congressional offices of our state representatives.

The board focused on specific goals and objectives for NYS CEC this year. These included: to increase membership; to improve system to retain members; to continue to submit testimony and position re: trends, definitions, actions. . .; to establish ways to better meet membership needs; to provide information to members as to what their membership buys; to increase professional commitment and advocacy; to provide support and strategies to Chapter Officers; to increase Chapter activity; to increase pride in CEC; to develop a more comprehensive system of improving the role and responsibilities of the regional representatives; to serve as a resource service about special education; to recruit new people to be active in Board activities and subcommittees; and, to recognize and reward hard work of professionals and friends of CEC.

Reports were also given by the Past-President, President-Elect, Treasurer, Governor, and Executive Secretary. NYSCEC was congratulated for responding to the New York State Education Department's request for comments on ADD/ADHD.

The next meeting of the Executive Board will be held in March in New York City.

LOOKING FOR A GIFT FOR A SPECIAL PARENT OR PARAPROFESSIONAL?
GIVE THEM A GIFT OF A CEC MEMBERSHIP
NEW CATEGORY ** ASSOCIATE MEMBER
SEE INSERT THIS ISSUE
INSIDE COVER

Professional Connections

Upcoming Conferences

2/8, 2/11, 2/19, 2/25-26, or 3/8. **Working with Disruption, Hostility and Excuses: A Reality Therapy Approach Institute.** (Call 800/766-1156).

3/11-3/13. **Association of New York State Educators of the Emotionally Disturbed (ANYSEED)** annual conference. Rochester. (Contact Ed Kelly at 607/324-1525).

4/5-9. **Council for Exceptional Children.** San Antonio, TX. (Call 703/264-9450).

Professional Opportunities

The New York Council for Children with Behavior Disorders is in the process of reactivation. If you are a member of national CCBD and would like to serve as an officer or committee member at the state level, contact Tom McIntyre, Dept. Special Education, Hunter College, 695 Park Avenue, NYC, 10021 (212/772-4770).

The Department of Special Education at Hunter College has received a federal grant to train bilingual special education teachers at the master's degree level and is looking for individuals fluent in English and Spanish. If interested, contact Marsha Lupi, Dept. Special Education, Hunter College, 695 Park Avenue, NYC 10021 (212/772-4701).

A few openings for Hunter's College's training program for educational evaluators of Black special education students (starting Spring semester) still exist. Contact Marsha Smith-Lewis at 212/772-4701.

The New York State Education Department (Office for Special Education Services) would like to identify exemplary programs for emotionally and behaviorally disordered students. These programs will be asked to share ideas and practices so that they can be replicated elsewhere. If you would like to have your program considered, contact Charlene Gurian at 518/473-7563.

NY CEC BD is the co-sponsor of the ANYSEED Conference on March 11-14 in Rochester. CCBD has openings for 8 presentations. If you are a CCBD member and would like to present, please contact Tom McIntyre at 212-772-4770 A.S.A.P.

Dr. Ruth Gold and Phoebe Lazarus (Chapter 71 Nassau County) are in the process of evaluating effective models of collaboration presently being implemented or proposed in districts both on Long Island and around the state. If you or your district is presently involved in such an endeavor, please write to them at the address below and share your information. Please address your letters to:

Drs. Ruth Gold and Phoebe Lazarus
LI CEC Program Co-Chairs
c/o CRSR, Mason Hall, Room 111
Hofstra University
Hempstead, New York 11550

Focus On Chapters

Nassau Chapter 71 will be hosting a new series of ROUNDTABLE DISCUSSIONS about topical issues in special education. The chapter began using the roundtable format, which includes both special educators and regular (regulators) educators, last year and it was such an overwhelming success that they decided to host another service.

On November 20, 1992 **Dowling College Student Chapter 141** hosted a luncheon in honor of Fred Weintraub who later gave a speech about national political issues. The day was capped off by an awards reception for last year's chapter officers.

Region I **St. Thomas Aquinas College Student Chapter #1151** sends the following message: "Welcome to our newest student chapter at St. Thomas Aquinas College in Rockland County. Congratulations to Professor Anne L. Gross, chapter advisor and Eric Paul chapter president. Special thanks to Dr. Eileen Cunningham, O.P., Director of the Teacher Education Division at STAC for her support."

Chapter 615 (Greater Westchester) presented a workshop on the most recent legal developments concerning the inclusion of persons with disabilities in the least restrictive environment. Entitled "Legal Issues and Inclusion", the workshop was held on October 28 at Manhattanville College, Purchase, New York. The guest speaker was Peter Walker, Esq., member of the law firm Kaye, Scholer, Fierman, Hays and Handler. Mr. Walker is also a member of the Board of Education of the Hendrick Hudson School district and a professor at Pace University, Law and Educational Administration. During the course of the academic year 1992-93, Chapter 615 intends to have additional programs on inclusive education. For further information, please call Rebecca Rich (914) 694-2200 X588, president, Chapter 615.

Tony Daddiego, Regional Representative for Brooklyn and Queens, is looking for people who want to become more active in the CEC chapters in this region. Contact him at (718) 999-8800 ext. 246 (work) or (718) 886-3355 (home).

The Student Chapter at SUNY Geneseo 0019 is planning a conference entitled, **Programs that Work in Special Education.** The conference will be held April 23 & 24, 1993 on the SUNY Geneseo Campus. For more information contact Christine Schimenti and Jodie Whalen at (716) 243-5179.

The N.Y.S. Student Association Officers, **Deborah Zellinger,** president, **Bette Anne Domilici,** governor; **Kathy Steinwachs,** vice president; and **Patty Crandall,** treasurer have just sent out the latest issue of the New York Federation student newsletter, STUDENTS I.E.P. (*Students Interested in Exceptional Persons*). All students in the New York State Chapters are asked to contact Deborah Zellinger or Bette Anne Domilici at (716) 874-6571 with news about their chapters which will be included in future issues of STUDENTS I.E.P.

Editor's Note: Please share information about your chapter to be featured in "Focus On Chapters" in our next issue. Send us news about chapter events, meetings, conferences, etc. Send this information to the Editor or to your Regional Representative listed in the front cover of this issue.

Greetings SCEC Members!!!

As the new New York State SCEC officers, we would like to introduce ourselves to all:

Governor: Bette Anne Domilici
President: Deborah Zellinger

(Both pursuing a M.S.Ed in the field of Mental Retardation/Physical Handicaps with a concentration in infancy/preschool at the State University College at Buffalo).

We are looking forward to serving CEC by advocating the education of children with exceptionalities through effective communication. We hope that our efforts will generate a greater awareness to the issues in exceptional education. Also, let's not forget, the CEC convention this Spring will be held in San Antonio, Texas the week of April 5th. If any SCEC members have questions regarding this convention, they can contact Bette Anne or Deborah at (716) 874-6571. Let's have a great year!!!

****CALL FOR MANUSCRIPTS****

TOPICAL ISSUES TO BE INCLUDED IN *THE FORUM:*

SPRING 1993 "INCLUSION"

FALL 1993
"FACILITATIVE COMMUNICATION"
SPRING 1994

"TRANSITION PROGRAMS"

SEE DETAILS PAGE 4

Political Action Network (P.A.N.) Update: A Letter From Your Representative Dr. Sharon Raimondi

Dear Members:

The following information addresses the proposed changes in requirements for certification as teacher of special education by the New York State Education Department. After reading this information please send a letter, postcard, telegram or place a phone call to give your input. A contact person is listed at the end of this article. Your input is needed immediately.

Today and in the coming years, students will enter our educational systems with a multitude of problems, some unknown or unrecognized in the history of education in our communities. Students with developmental disabilities or who are medically or environmentally at-risk are learners who may present significant challenges to our educational systems. We cannot assume that these students, many of whom have multiple disabilities, will learn in traditional ways. More than ever before, potential teachers must be prepared to work with all students, including students with disabilities and students at-risk for becoming disabled.

This is a critical period for making decisions regarding the preparation of new teachers in New York State. As you may know, the New York State Education Department has already revised the requirements for provisional certification in elementary education which will go into effect in September, 1993. The "new" requirements for provisional certification in elementary education mandate ONE COURSE in the area of special education.

It is anticipated that a change in the requirements for provisional certification in special education will be proposed by the New York State Education Department in the near future for implementation three or four years from now.

Teachers who have had experience working with students with disabilities are best able to assess the potential demands that educating these students will place upon our ability to accommodate the needs of all students in our classrooms, especially in settings which subscribe to an inclusion philosophy. It is imperative that the New York State Education Department hear our voices and recommendations.

In its deliberations regarding new requirements for qualifying potential teachers to teach both students with and without disabilities, it is assumed that the State Education Department has explored several options. The concept that appears to be receiving serious consideration at the present time is an "endorsement" option for provisionally certifying teachers for the special education credential. This proposal suggests that preparation of potential teachers of students with special needs occur only after they have become provisionally certified in either elementary or secondary education. The intent of the "endorsement" would be to require elementary education and secondary education teachers to acquire coursework which would prepare them to teach students with disabilities through a specified number of courses (or credit hours) beyond the requirements for the basic elementary education/secondary education provisional certificate.

If the "endorsement" option were to be approved, the certification of individuals in the area of special education could not occur alone. It would be an option only for elementary education and/or secondary education teachers who choose that option.

If you have strong concerns about:

1. what you believe potential teachers need to be effective teachers of students with disabilities.
2. dual certification (el. ed./sec. ed. and special education) only for those who choose the special education option.
3. single certification in special education no longer available as a "stand alone" program.
4. special education certification as an extension of an elementary education/secondary education certificate – a departure from a position where special education has earned recognition as a respected professional discipline which maintains rigorous requirements for its own area of teacher preparation and certification.

Please contact:

Mr. Jerry Freebourne, Executive
Coordinator for the Teaching Professions
New York State Education Department
Office of Teaching
Cultural Education Center (CEC) Room 5A37
Albany, New York 12230
(518) 474-8299

The following is a summary of the PAN Newsletter from National Headquarters at CEC.

U.S. Congress

The 102nd Congress has completed its work. What follows are highlights of what they accomplished before they headed home for the final days of the campaign.

Final Appropriations. This has been one of the toughest years ever for the federal budget, however final appropriations for the education programs were approved by the Congress. Seldom has so little growth money been available in budget authority for domestic programs, primarily because of the prohibition against transferring from the defense account to the domestic account (a stipulation in the 1990 budget agreement between the Congress and the White House). Senator Tom Harkin worked very hard to pass the Harkin Transfer Amendment which would allow the transfer of funds (often referred to as the "Walls Legislation"). Unfortunately this amendment was defeated by a vote of 36 to 62. D'Amato voted for, Moynihan against. A letter of appreciation for Senator Harkins for his steadfast advocacy would be appreciated.

An across the board 8% reduction was made for all money figures in the 1993 Labor HHS Education bill (H.R. 5677). Moderate increases over 1992 were managed for most of the programs under IDEA with 4 programs falling slightly below fiscal 1992 appropriate levels. One dramatic

reduction occurred in Chapter 1 program (P.L. 89-313) and the program for gifted and talented suffered a reduction of $125,000 as a consequence of the 8% across the board slash.

Emotional or Behavioral Disorders. Congress has authorized a public Notice of Inquiry with respect to whether the term and definition for the current "serious emotional disturbance" should be changed in IDEA. Congress gives the US Department of Education 90 days from enactment of the rehabilitation amendments to prepare for the public comment period and requires at least 90 days for the comment period itself. The comment period will commence sometime in January, 1993. Prepare your comments now and have them ready.

In a related matter, The Public Health Service Act was recently reauthorized (PL 102-321). A new title was added authorizing a program of grants of comprehensive community mental health. For more information ask for a copy of Children's Mental Health Services (cost $7.00). Contact:

National Mental Health Association
1021 Prince Street
Alexandria, VA 22314

Job Partnership Act Amended. The Job Training Partnership Act was recently amended (PL 102-367). Included in these amendments were provisions that should positively impact on the training needs of individuals with disabilities.

Education Reform. The Neighborhood Schools Improvement Act is dead. Deliberations are planned for next year, perhaps in tandem with consideration of reauthorized of Elementary and Secondary Education Act.

US DEPARTMENT OF EDUCATION

Final Regulations Governing Part B of IDEA Issued. Final regulations to IDEA were made, CEC is pleased with the major changes. Comments regarding the changes made by the Preschool Grants Program (section 619) regulations are being accepted by the Secretary. If you have any concerns, please contact Joseph Ballard or Mary Cohen at CEC Headquarters.

Guidelines for Community-Based Educational Training Programs. An agreement between the US Departments of Education and labor have developed guidelines to ensure that community based training programs are in compliance with the provisions of the Fair Labor Standards Act (FLSA). The issue, simply stated, is how do you distinguish a student from an employee? The underlying principal used to answer that question was that the work performed by the student should not result in an immediate benefit to the employer. The agreement should help alleviate some of the problems and barriers which were occurring when implementing community based training programs. Questions should be directed to William Halloran (202-205-8112). A manual will be developed in the near future.

For more information on the above, unless otherwise noted, contact:

Sharon Raimondi
Assistant Professor
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222

News From Albany

Transition Services

The 1990 Amendments of the Education for the Handicapped Act, retitled the Individuals with Disabilities Education Act (IDEA), requires that all secondary students with disabilities have a transition service component included in their individualized education program (IEP). This component ensures that comprehensive planning is provided to prepare students for adult life including such areas as: post-secondary education, vocational training, employment and/or adult services. IDEA outlines the responsibilities of the schools to ensure that every student with a disability is linked to appropriate services in the adult system.

This transition process is consistent with *A New Compact for Learning* which has as one objective that all students will acquire the skills and knowledge needed for employment and effective citizenship. *The Compact* stresses that community and school collaboration is essential to improve educational results. In addition, the Board of Regents established a series of major policies in 1989 which focused on transition. These strategies, entitled *Linking Services for Individuals with Disabilities,* promote a systemic link between secondary school programs and adult educational programs and rehabilitation services. As New York State moves forward to implement *The Compact,* the skills needed for adult life will become a major focus of planning for all students, including those with disabilities.

Federal law and regulations have established parameters for states to implement transition planning for students with disabilities by: 1) defining transition services, 2) mandating that transition services be specifically addressed in each student's IEP and 3) requiring that the IEP include a statement of interagency responsibilities (including financial) or linkages, and specifying that it is the school's responsibility to identify alternative strategies to meet a transition objective when another agency does not provide agreed upon services.

The IDEA defines transition services as follows:

The term 'transition services' means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the developments of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. (20 U.S.C. 1401(a)(19)).

In addition to defining transition services, the IDEA requires that such services must be specifically addressed in a student's IEP. The federal definition of IEP has been amended to include:

A statement of the needed transition services for no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting. (20 U.S.C. 1401(e)(1)(D)).

In the case where a participating agency, other than the educational agency fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives. (20 U.S.C. 1401(e)(1)(F)(2)).

Although Federal law specifies the age of 16 for required transition plans, the New York State Board of Regents has approved a policy in its paper, *Linking Services for Individuals with Disabilities*, which specifies that transition planning must begin by age 15 for all secondary students with disabilities.

The key components of transition services are:

"Coordinated set of activities": Transition services should provide a comprehensive, coordinated plan, as part of the IEP, and services specified to meet the needs of each student based upon the student's individual needs, preferences and interests. The student is expected to be an active participant in the development of the IEP, including the transition plan. In order to create and implement this plan, parents, adult services agencies, the student, and the Committee on Special Education (CSE) must jointly consider the total life needs of the student and identify transition services which both support the individual needs of the student in school and after the child leaves school.

"Outcome oriented": In formulating a transition plan, the CSE must arrange for educational services to assure that students are prepared for their roles as successful members of the adult community. Employment, independent living and community integration are three essential components to be included in transition plans. Once the CSE has targeted adult goals for the student, activities to teach those goals are then identified. Outcome areas to be addressed in transition plans include:

- recreation/leisure
- legal/advocacy
- personal independence/residential
- medical/health
- employment
- post-secondary/continuing education
- transportation
- other support needs (e.g. counseling)

Based on needs, preference, and interests: To assure that the student's needs, preferences and interests are considered in the transition process, three things need to happen:

1. Students must be included in the planning meetings.
2. Students must be aware of the range of options available to them in each of the outcome areas.
3. Students must be given opportunities to directly engage in different work and community activities.

Interagency Linkages: The IDEA promotes shared programmatic and financial responsibility for transition services with other agencies, but clearly specifies that the local educational agency has primary responsibility for transition activities. Transition involves effective education programs that prepare students for success in their adult lives. As secondary students with disabilities make the transition from school to post-school life, the school district is responsible for initiating the transition process to ensure that appropriate secondary education activities, advance planning for adult services and coordination of service system occur. In most cases, a student's transitional needs cannot be met by a single agency or service, and the development of interagency partnerships is essential to assure a successful transition. The school district's cooperative efforts with adult service provider agencies on issues related to accessing services that are appropriate and responsive to the individual needs of these students will enhance the quality of their adult lives. Cooperation between all parties is the key to effective planning and provision of educational programming that is consistent with subsequent adult programming.

State Education Department Initiatives

The State Education Department is responsible for ensuring that school districts implement the new transition requirements. The Office for Special Education Services (OSES) and the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) have initiated a number of activities to prepare school districts for these new mandates through training, information dissemination and encouraging collaborative models.

- The Board of Regents has approved 10 policies for linking services for individuals with disabilities transitioning from secondary education programs to higher education, adult or continuing education, or employment.
- The Department has convened a Statewide Transition Coordination Workgroup which meets quarterly as an advisory group on transition issues. Represented on this Workgroup are regional and local interagency councils, Aging-out Task Forces, school district and Boards of Cooperative Educational Services (BOCES) programs involved in transition planning efforts, and representatives of other State agencies.
- The Department has received a five-year federal grant award to promote a statewide systems change in transition services throughout New York State. VESID, in cooperation with the OSES, will administer this grant which will provide statewide training in the upcoming year to school administrators, designated transition coordinators, community members, parents, students and other key persons involved in the transition process. Grant activities will also include the establishment of a Clearinghouse on transition information and referral and the establishment of regional transition coordination sites.
- OSES has funded Regional Interagency Councils throughout the State to assist school districts and public and private community services providers in understanding the various services provided by State and local agencies in order to appropriately meet the needs of children with disabilities within each geographic area. While the objectives of these Councils were based on local area needs, a number of them will focus on promoting the networking and interagency linkage critical in the transition planning process.

If you have any questions regarding this information, please contact **the Division of Program Development and Support Services at (518) 474-2251.**

Literature Review

Gail Grigg Holahan
Doctoral Student, SUNY Buffalo
Department of Learning and Instruction

Scruggs, T.E. & Wong, B.Y.L. (Eds.). (1990) *Intervention research in learning disabilities.* New York: Springer-Verlag. $30.00.

This book is a compilation of the works of 26 contributors who are researchers in the field of learning disabilities. The manuscripts submitted were the products of the Symposium on Intervention Research held at Purdue University and sponsored by the Division for Learning Disabilities of the Council for Exceptional Children. The book is divided into four areas with commentaries written by Scruggs, Wong and Barbara Keough.

Part I, titled "Issues in Intervention Research", by Kenneth Kavale and H.L. Swanson (with a commentary by Scruggs) discusses the effectiveness and status of research in learning disabilities covering such topics as stimulant medication, process training, psycholinguistic training, perceptual-motor training, modality testing and training and diet modification.

Swanson's discussion of strategy instruction provides an excellent reference for teachers who may have limited knowledge of the foundations and principles behind strategy instruction for learning disabled youngsters. Swanson is careful to state that strategy instruction is specific to the individual, context and material being used. Scruggs uses Kavale's and Swanson's works to comment on four important concerns in intervention research; definition, clarifying purpose, accommodation of theory, and resolving issues in practice of research.

Part II, titled "Academic Interventions" is the most comprehensive of the four areas and covers such topics as: strategy instruction; mnemonic instruction; content enhancement: interactive teaching and learning; writing through strategy instruction; and, a commentary by Wong about the future directions in intervention research. All of the manuscripts relate to a particular model from which the authors build their interventions. The models point to the increasing need for educators to be knowledgeable of cognitive psychology's contribution to the field of learning disabilities.

These chapters also represent the most useful section for the practitioner who may not prescribe to current journals which emphasize empirical research. While they are not inclusive of research being done in our field, they provide a basis from which classroom teachers can begin to expand their knowledge base using empirically based interventions.

In Wong's commentary, she expresses her belief that the field of learning disability research is no longer a "service oriented" perspective and is moving into a scientific discipline. She sees the field becoming "theory-based" with "rigorous research" and "focusing on learned skills and strategies". If this is truly the path that the field is pursuing, then the practitioner in the field (the teacher presently in the classroom) will be in need of further education and updating in order to provide for the student with learning disabilities. This text may provide a beginning.

Part III deals with social and behavioral interventions, and addresses topics such as: self-recording of attending to task; social skills training; and, the use of schema. Lloyd and Landrum describe characteristics of self-recording interventions for on-task behaviors. After reviewing 37 studies dealing with the topic, the authors discuss whether attending is an appropriate target for intervention and the successful features of self-recording interventions.

Bryan and Lee reviewed research on social skills training and point out that the targeted skills can be shown to be effective in structured setting but have not yet proven to be generalizable in natural settings. They also point to the need for more research on affective variables in social skills training.

Vaughn, McIntosh and Hogan summarized 20 studies dealing with social skills training and presented an alternative to the skills deficit model which integrates social competence and a contextualist model. Their summary of the studies identified the factors that lead to success in social skills training.

The last section deals with postsecondary interventions which addresses the effectiveness of intervention and describes a nongeneralizable study based on a four pronged program to assist college level LD students. While the study was said to be effective, its inclusion in this text speaks mostly for the need for more research and intervention at the post-secondary level of education.

In general, this book can be considered a text that would not necessarily be read cover to cover, but rather read by chapters that pertain to an area of research or interest. The book would be most useful for the student involved in scholarly research or the classroom teacher in need of updated instruction in the field of learning disabilities.

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the FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

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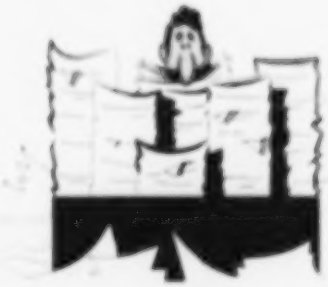

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the FORUM

MANAGING EDITOR
Heidi Reichel, M.S.
(516) 423-6215

EDITOR
Dr. Diane P. Cavanagh
Dept. of Sp. Ed. & Rehabilitation
East Stroudsburg University
220 Prospect St.
East Stroudsburg, Pennsylvania 18301
(717) 424-3764

ASSISTANT EDITOR
PROFESSIONAL NEWS
Dr. Thomas McIntyre
Department of Special Education
Hunter College
695 Park Avenue
New York, NY 10021

ASSISTANT EDITOR
LITERATURE REVIEW
Dr. Herbert L. Foster (402)
Professor Dept. of Instruction
582 Baldy Hall
State Univ. of N.Y. at Buffalo
Amherst, New York 14260
(716) 636-2123
100 Sedgemoor Court
Williamsville, New York 14221
(716) 634-8463

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CEC membership applications can be secured from *Regional Representatives,* and on the inside back cover of this issue of *The Forum.*

EXECUTIVE COMMITTEE

Dr. Michael Glover
President
Waterville Central School District
Madison Street
Waterville, NY 13480
(315) 841-4161 (work)

Dr. Sharon Cramer
President-Elect
800 W. Ferry Street, Apt. 3A
Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-4334 (work)

Dr. Deborah Shanley
Vice President
330 East 71 St. Apt. 3A
New York, NY 10021
(212) 734-8041 (home)
(718) 270-6472 (work)

Dr. Dianne Berkell
Past-President
39 Cherry Lane
Syosset, NY 11791
(516) 921-8176 (home)
(516) 299-2245 (work)

Dr. Marsha Lupi
Secretary
Hunter College of CUNY
Department of Special Education
695 Park Avenue, Room W913
New York, NY 10021

Dr. Richard J. Lee
Treasurer
61 Irving Place
Buffalo, NY 14201
(716) 881-2767 (home)
(716) 878-4214 (work)

Ms. Kathy Hargis
Governing Board Representative
63 Partridge Hill Rd.
Honeoye Falls, NY 14612
(716) 624-9202 (home)
(716) 262-8448 (work)

Ms. Deborah S. Chicorelli
Executive Secretary/Historian
R.D. # 1, Box 534
Oneonta, NY 13820
(607) 432-4909 (home)
(607) 433-8262 (work)

ADVISORY BOARD
Dr. Sharon Raimondi
PAN Representative
760 Lawrence Avenue
East Aurora, NY 14052
(716) 652-8563 (home)
(716) 878-5311 (office)

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A. Regional Representatives

Ms. Valentina Krauss
Albany
2307 Rosendale Rd. Apt. #2
Schenectady, NY 12309
(518) 382-2042 (home)

Ms. Sandy Hamp
Buffalo
5320 Strickler Road
Clarence, NY 14031
(716) 759-7283

Dr. Lyle Lehman
Rochester
44 Westview Crescent
Geneseo, NY 14454
(716) 243-3392 (home)

Dr. John Szolnoki
New York I
109 First St.
Harrison, NY 10528
(914) 761-5055 (work)
(914) 835-5619 (home)

Ms. Nancy Funke
New York II
11 1/2 West 84th St.
NewYork, NY 10023
(718) 596-4441 (home)
(718) 273-8622 (work)

Dr. Anthony Daddiego
New York III
43-36 Robinson St. 4G
Flushing, NY 11355
(718) 886-3355 (home)
(718) 899-8800 x 246 (work)

Dr. Leslie Soodak
Long Island
336 West End Ave.
New York, NY 10023
(212) 724-5853 (home)

B. Student Association

Dr. Judith Bondurant-Utz
NYS-SCEC Advisor
7810 Buffalo Rd.
East Aurora, NY 14052
(716) 655-0126 (home)
(716) 878-5429 (work)

SCEC Officers
Debbie Zellinger (R)
(H) 716-874-6571
Bette Anne Domilici
(H) 716-874-6571

C. Divisions

Ms. Valerie Kelsey
CASE Representative
Box 200A, RD # 1
Verona, NY 13478
(315) 363-5344 (home)
(315) 339-5309 (work)

Dr. Sharon Cramer
TAM Representative
800 W. Ferry Street, Apt. 3A
Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-4334 (work)

Ms. Carol Eagen
DEC Representative
519 Dyckman Street
Peekskill, NY 10566
(914) 245-2700 x 230 (work)

President's Message

The New York State C.E.C. Conference held in November in Albany was a success by any measure. Our keynote speaker, Dr. Albert Mamary of the Johnson City School District, challenged conference-goers to examine their approach to meeting the needs of exceptional children and **all** children. Tom Neveldine of S.E.D. spoke to members attending breakfast on Saturday regarding the re-organization of the State Education Department and its effect on programs for children with special needs.

Perhaps the highlight of this or any other State C.E.C. Conference was the opportunity special educators had to share information and network with their colleagues. I witnessed a number of people in animated conversations regarding the issues of the day. Student C.E.C. leaders, retired members, classroom teachers and professors were sharing experiences and exchanging ideas. The energy and professional renewal being experienced was palpable.

I hope that more of you will **make** the time to attend the 1993 conference. You will find it professionally and personally rewarding and, most importantly, there will undoubtedly be ideas you will bring back with you that will enable you to better teach your students.

Re-kindle the spark of idealism that led you to become on educator. Attend the 1993 C.E.C. Conference!

VIEWPOINT

Being a member of a professional organization such as CEC requires not just a financial contribution, but more importantly, a **commitment** of our convictions to strengthening the field and a **dedication** to providing quality services to students with special needs. We do this in our day to day responsibilities as special educators, in whatever capacity, and feel we are promoting such commitment and dedication. This issue of ***The Forum*** suggests you take it a step further. In order for your Federation to continue promoting the high ideals and standards we profess, it is up to our over 3,000 members to take a more active role. This issue addresses two requests from the members. The first is rather painless and comparable to giving a present to someone you admire. That is, nominate a CEC member for an award for their outstanding contribution to the field of special education. The second request requires a commodity which is scarce these days – **time** – but the personal and professional growth and awareness received in return should be compensation. That is, nominate a CEC member for the available officer and regional representative positions. Our Federation is strong due to those dedicated individuals presently holding positions. Several terms will expire and we need dynamic people to fill these positions.

Please take the time, after reading this issue of ***The Forum***, to do the two tasks at hand. We are counting on our members to participate. In doing so, you will further strengthen the Federation and your commitment to the field of special education.

Diane P. Cavanagh
Editor

Presentation of Awards

A highlight of the Albany CEC Convention was the awards ceremony in which several very dedicated educators were recognized. These individuals were nominated by colleagues because of their outstanding achievements in the field. A description of their contributions to the field and their acceptance speeches are included below. Please take the time to read each and then consider a valued colleague to nominate for next year's awards. A call for award nominations can be found in this issue on page .

Congratulations from the NYS Federation of Chapters on receiving the following awards:

OUTSTANDING TEACHER AWARD:
STEPHEN MUELLER,
Queens School for Career Development
Jamaica, New York

FRIEND OF SPECIAL EDUCATION AWARD:
ELAINE ROBINSON,
P.S. 229, Woodside, Queens
ROBERTA ROSENBLAUM,
Association for Children with Down's Syndrome
Bellmore, New York

ANNUAL CONVENTION
SPECIAL THANKS AWARD
VALENTINA KRAUSS,
Albany Regional Representative

STEPHEN MUELLER: Steve is an Industrial Arts teacher in a secondary school program for students with learning disabilities who are non-diploma bound. Students enrolled in this program are given a broad range of experiences within the school focusing on basic literacy, work related skills and socialization skills necessary for future employment, and off-site work study experiences.

Steve was nominated by Suzanne Merkel, Acting Principal at the Queens School for Career Development. He has worked with special education for over 14 years and is described as a teacher who "excels in every way, creating an exciting and meaningful program for all students in his plastics shop". Steve's teaching style is totally reflective of his educational philosophy which states "I always strive to create an excitement in my Shop. I stress that it is not all that important what you do in life, as long as you enjoy what you do and become the very best at it. You must feel good about yourself and attack your work with everything you have. You are only a failure when you waste the precious potential that is you!"

Mr. Mueller sent a letter to be shared with the audience at the awards ceremony, conveying his thanks at receiving the award. It was shared as follows:

"I was truly surprised and honored to be nominated and granted the NYS-CEC award for "Outstanding Teacher". Working for over 14 years with Special Education students, I have experienced a wide range of feelings, and very often take delight in seeing small levels of achievement amongst my students. Teaching Special Education Industrial Arts has filled my life with joy, on seeing a smile of pride and accomplishment on the face of a youngster when he completes a project to take home and show his parents. Although he may be struggling academically, that feeling many times makes up for his other failings. This is reward in itself. Hands-on experience is crucial to Special Education students, for they often learn better through various modalities."

ELAINE ROBINSON: Elaine has been an educator since 1956, having taught on every level, working with students having special needs. She currently works at P.S. 229 in Woodside, Queens acting on behalf of physically and medically challenged children. She also gives workshops to teachers, paraprofessionals and parents on all categories of disabilities as well as related services and the role of the school based support team.

Elaine was nominated by Dr. Maia Zedek, a psychologist and School Based Support Team member. She described Elaine as "dynamic, creative and highly regarded by staff members, teachers and parents. Elaine is a prolific grant writer. When she feels that special education students have an unmet need, she finds a source for grant assistance and gets funded. Elaine started a special education law course, a horticulture program and most recently, an artist-in-residence program". Elaine has also been involved in a variety of disability sensitivity training programs and her students have won honorable mention in the N.Y.S. Disability Awareness Poster Contest.

Mrs. Robinson responded with a short speech at the awards presentation:

"I would like to thank Dr. Maia Zeded who nominated me for this award, as well as the extremely dedicated and caring staff at P.S. 229. I work on behalf of physically and medically challenged children and implementing the mandates of related services they require. I derive great satisfaction from seeing these students grow and improve in their educational placements. In addition to my work with students, I give many workshops in order to enable teachers and paraprofessional to better work on behalf of this population. I would like to thank CEC for this honor of being named "Friend of Special Education".

(Continued on Page 8)

Call For Nominations Of Awards

NYS-CEC "SPECIAL FRIENDS" AWARDS 1993

The New York State CEC Federation has an annual awards program to recognize outstanding contributions to the field of special education.

This year the "Special Friend of CEC" Award will be given to individuals in three areas of commitment and service to the field of special education.

EXCELLENCE IN TEACHING AWARD

The **Excellence in Teaching** Award will be given to an individual who has enhanced the lives of students with disabilities by demonstrating excellence and initiative in teaching.

LEADERSHIP AWARD

The **Leadership** Award will recognize the outstanding leadership of an individual in addressing current issues in special education. Issues such as fostering multicultural special education, inclusion, legislation affecting student with disabilities and encouraging family participation in unique and diverse ways are examples of leadership initiatives.

COMMUNITY SERVICE AWARD

The **Community Service** Award will recognize the contribution made by a community member, legislator, or organization to assist students with disabilities in participating more fully in community life.

Recipients will receive a plaque and recognition during the annual NYS-CEC Convention. All nominations require submission of a letter of support. Nominations are due **April 15, 1993**.

For more information, contact:
Dr. Marsha H. Lupi
Department of Special Education
Hunter College, 913W
695 Park Avenue
New York City, New York 10021
(212) 772-4759

Call For Nominations of Officers/Representatives

Enhance your professional career by becoming involved in the New York State Federation. The following positions in the New York State Federation will become available for the 1993-94 school year: **Vice-President, Treasurer, Regional Representative for New York Region I** (Dutchess, Ulster, Sullivan, Orange, Putnam, Rockland and Westchester Counties), **New York Region 2** (Manhattan, Bronx, & Richmond Counties), and the **Regional Representative for the Greater Albany area** (a total of three positions as Regional Representatives).

Tenure and Responsibilities of Each Office

I. **Vice-President:** The Vice President shall be elected for a one year term. He or she shall automatically succeed to the office of President-Elect at the expiration of the President-Elect's term of office and will complete his/her three years in elected office as President. The major responsibilities of the Vice-President include serving as the State Membership chairperson, coordinating the activities of the Regional Representatives, serving as a liaison between the Executive Board and local chapters, and participating as a voting member of the Executive Board and the Executive Committee.

II. **Treasurer:** The Treasurer shall be elected for a three year term. He or she will be responsible for all financial matters concerning the Federation Chapter. This includes participating as a voting member of the Executive Board and Executive Committee, receiving all monies due the New York Federation, paying all Federation indebtedness, keeping a true and accurate account of all receipts and disbursements of the Federation, summarizing all financial transactions and statements at Executive Board meetings, and serving as a consultant to the Budget and Finance Committee.

III. **Regional Representative:** A Regional Representative shall be elected for a three year term. She or he will serve as a member of the Executive Board and serve as a consultant to CEC chapters within the region in all matters pertaining to the New York Federation. This includes coordinating the organization and development of new CEC chapters. The Regional Representative will also serve on the Membership committee, serve on the Appeal Board of the New York Federation, and attend at least one meeting of each CEC chapter within the region during the term of office.

All nominations require a short biography of the nominee. Send in nomination and supporting material by **April 15** to:
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Department of Special Education
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Professional Connections

Professional Opportunities

The Department of Special Education at Hunter College has received a federal grant to train bilingual special education teachers at the master's degree level and is looking for individuals fluent in English and Spanish. If interested, contact Marsha Lupi, Dept. Special Education, Hunter College, 695 Park Avenue, NYC 10021 (212/772-4701).

The following school systems are seeking special education teachers in all areas of exceptionality: New York City (718/935-3515); Providence, RI (401/456-9223); Tucson, AR (602/577-5080); Boise, ID (1/800/247-0193); South Texas (512/383-8039); Hawaii (800/586-3420). For more openings or opportunities for tuition-free graduate study, see "Professional Opportunities" in **Exceptional Children.**

The Department of Teaching and Learning at New York University has received a federal grant to train early childhood special education teachers at the master's level. This is a one year program offering ten competitive scholarships covering 75% of tuition. If interested contact Professor Lisa Fleisher at (212) 998-5390 or Liz Helbraun at (212) 998-5476.

(Continued on Page 10)

Upcoming Conferences

April 5 - 9. Council for Exceptional **"Partnerships For Success"**, San Antonio, TX.

Friday, April 23, 1993 and Saturday, April 24, 1993. THE STUDENT CHAPTER OF CEC AT SUNY GENESEO will host a conference **Programs that Work in Special Education.** For information contact Christine Schimenti and Jodi Whalen at (716) 243-5179.

Saturday, April 24, 1993. THE NEW YORK CITY REGION OF THE DIVISION OF EARLY CHILDHOOD AND THE AMERICAN CONDUCTIVE EDUCATION are sponsoring a breakfast **Conductor Educator, A New Profession.** For information call Felicia Lustig at (718) 604-5283 or (718) 604-5284.

May 11, 1993 - May 15, 1993. **Integration/Inclusion Issues and Practice: Birth to Six** at the Holiday Inn/ Center City Philadelphia, Pennsylvania. For more information call Continuing Education, Mansfield University at (717) 662-4850.

Call For Manuscripts: Future Topical Issues

In an attempt to meet the needs of our readers by presenting articles which are timely and appropriate to the field, we have proposed the following topical issues. Deadlines for submission are listed as well as the targeted quarterly issue for each topic. Please submit manuscripts for publication which adhere to the outlined guidelines listed below. We are seeking articles that are of a practical nature that address issues, concerns, solutions, etc. geared to the practicing professional in the field. Please encourage your colleagues to submit those innovative ideas, stimulating presentations, practical research and model program descriptions for the following issues:

Fall, 1993: "Facilitative Communication"
Deadline: August 1, 1993.
Spring, 1994: "Transitions"
Deadline: February 1, 1994.

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8 1/2 x 11 inch paper
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:
   Dr. Diane P. Cavanagh, *Editor*
   Dept. of Sp. Ed. & Rehabilitation
   East Stroudsburg University
   220 Prospect St.
   East Stroudsburg, Pennsylvania 18301

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

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"Presentation Of Awards"

(Continued From Page 5)

ROBERTA ROSENBLUM: Roberta is the Educational Director of the Association for Children with Down Syndrome, Bellmore, New York. She began her work at ACDS as a volunteer in 1974, in the Infant, Toddler and Preschool Program. Since then, she completed both her Masters Degree in Special Education and a Professional Diploma in Educational Leadership and Administration. In her current role as Educational Director, Roberta oversees the programs of 120 young children with Down Syndrome and a staff of 100.

Roberta was nominated by Fredda Stimell, Executive Director of The Association for Children Down Syndrome. She states that "Roberta has demonstrated a deep, long term commitment toward furthering the work of NYS/CEC and the advancement of children with Down Syndrome by being a leader, model and friend for our staff, parents and other professionals. Children with Down Syndrome are fortunate to have her as their advocate. Roberta's love for the children is contagious and supportive". Roberta consults with faculty at local universities, presents workshops to parents, civic groups, and staff and writes articles and presents at nationals conventions.

Roberta gave the following acceptance speech at the awards presentation:

"I am very honored to be receiving this award. I have been involved in Special Education for the past 20 years, and I have enjoyed every moment. I have been a CEC member for all of these years and have written articles for ***The Forum****, as well as presenting and attending CEC Conferences. I feel so fortunate to get up every day and go to school where approximately 130 adorable children with Down Syndrome between the ages of birth and five attend. The children and the families are an inspiration to our staff, whose dedication and enthusiasm are beyond description! It is a thrill to watch the children grow and develop to their optimal potential, and upon graduation enter their least restrictive environment. Last year all 26 of our graduates entered public schools. The staff, the children, and their families have much to be proud of. The title of this award "Friend of Special Education" I feel especially honored to receive, as I feel I have been personally enriched by the approximately 500 children with Down Syndrome and their families that I have been fortunate to have called "friend" through the years. Thank you again."*

(Continued on Page 10)

Conference Presentations

The success of the Albany Conference in November was a direct result of the interesting workshops that were presented. Each year at the state convention teachers, students, professors, psychologists, speech therapists, to name only a few, inform conference participants of their latest programs, research or professional endeavors. A glance at the Summer, 1992 ***The Forum*** provided readers with brief summaries of the planned workshops and presentations. In this issue of ***The Forum*** we would like to highlight two presentations: **"Summer School on a Shoestring"** by Marlene Wechsler and **"The Implementation of Structured Teaching with Severely Mentally Retarded Students: The TEACH Program,** by John Szolnoki. These programs will give you an idea of the types of presentations that could be developed and we hope that you might come up with an idea for next November's conference in Westchester or other future conferences!

Summer School on a Shoestring

Presenter: **Marlene Wechsler Matus**
Director of Summer Instructional Program
Merrick Union Free School District
Merrick, New York

This year more than four-hundred and fifty children were enrolled in the summer recreational and instructional program in the Merrick School District. Twelve classes in such recreational programs as music, gym, arts and crafts, drama, library, shop, barbecues and special events were led by certified teachers. Instructional programs included academic instruction in reading and math, as well as organizational strategies and activities to improve language processing. Also included were two readiness programs at the Kindergarten and Pre-Kindergarten levels.

The Reading Program was designed to help the students maintain their reading skills over the summer, while some students developed new skills. Reading activities incorporated whole language and phonics using multisensory approaches, art, music and computers. Students learned to read books, do research and write book reports. **The Math Program** reinforced basic skills in memorizing facts, computation, developing concepts and extending the children's use of language needed for the comprehension of math problems. **The Speech and Language Program** helped children correct articulation, increased vocabulary and improved usage. Receptive and expressive language were enhanced through projects such as planning and preparing foods, arts and crafts and writing stories.

The Kindergarten Program included several ESL students who had the opportunity to expand their use of the English language. At-risk and classified special education students who had attended the Kindergarten Intervention Program were also able to continue developing their language and readiness skills needed for entry to first grade.

The Pre-Kindergarten Program included students who were identified through early Kindergarten screening. These students were given Speech/Language services and readiness activities.

This program was staffed by certified teachers: three in Speech/Language; two in Reading/Special Education; and, three in Special Education. In addition, teachers were assisted by five full-time student teachers completing internships in Special Education from Adelphi and four part-time student observers from S.U.N.Y., Westbury. Also on staff were a nurse, secretary and clerical workers.

This program was funded by the school district. Further information can be obtained by writing to:

Dr. Daphne Schuster,
Assistant to the Superintendent
Marlene Wechsler Matus,
Director of Summer Instruction
Merrick Union Free School District
Babylon Turnpike and Merrick Road
Merrick, New York 11566

The Implementing of Structured Teaching with Students with Severe Mental Retardation: The TEACCH Program

Presenter: **John F. Szolnoki**
Special Education Teacher
B.O.C.E.S. Southern Westchester

Structured Teaching was developed at Division T.E.A.C.C.H. (**T**reatment and **E**ducation of **A**utistic and related **C**ommunication handicapped **CH**ildren), a statewide program serving autistic and communication handicapped individuals and their families in North Carolina. T.E.A.C.C.H. was developed at the University of North Carolina at Chapel Hill by Landrus and Mesibov (1985). This program was implemented at the B.O.C.E.S. of Southern Westchester, Rye Lake Campus in White Plains, New York. This center-based program serves students with profound and multiple handicapping conditions.

The T.E.A.C.C.H. Program was developed for students with autism and includes classroom curricula in the areas of: social skills; language and communication skills; and prevocational skills. This program emphasizes individualized assessment and programming (Watson, 1985). T.E.A.C.C.H. was adapted by the staff at B.O.C.E.S. since it was hypothesized that the students at the center would benefit from both the curricula components and the methods of instruction.

The primary method of instruction in this program is structured teaching. Structured teaching attempts to make the world predictable and less confusing by designing a

(Continued on Next Page)

TEACCH Program

(Continued

highly organized classroom environment with clear physical and visual boundaries. Four teaching areas are designated: group area; play area; work area; and, transition area. Furniture and materials are strategically placed providing barriers as well as eliminating distraction or stimulation from other areas. No two activities occur at the same time and location, although space limitations may warrant using an area for more than one activity.

At the Rye Lake facility the play area is used for structured games, music, puzzles, computer games, books and other play or relaxation activities. The group area provides structured interpersonal activities, such as snacks or arts and crafts. The work area is set up to allow students to engage in independently mastered tasks under minimal supervision or small group instruction. The transition area serves as the place where students find out what the next activity will be. This is accomplished through the creation of a daily student schedule. The daily schedule visually tells the student what activities will occur and in what sequence. Use of a schedule teaches the student the concept of discrete events and the difference between activities. Types of schedules include concrete objects, pictures or written words visually representing all or part of the day. This schedule is individualized based upon the student's abilities. The type of visual cue is developed according to the student's needs.

As a result of implementing the T.E.A.C.C.H. program the staff at the Rye Lake facility found their students developed an increased awareness and understanding of their environment and the relationship between events. Students having profound and multiple handicaps were able to use individual student schedules to enhance their participation in a variety of activities. More specifically, students with physical disabilities were made more aware of changes in position as a result of using different textured objects. Students with visual impairments used concrete objects to identify different class times.

Overall, students appeared to become aware of and anticipate the process of using a schedule. They also remembered the locations of the different activity areas when verbally directed to go to specific areas. The structured teaching program had succeeded in expanding the students' independent functioning skills. It also succeeded in getting the students actively engaged in anticipating change.

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For more information on the T.E.A.C.C.H. program consult the references listed at the end of this article. More specific information about the Rye Lake B.O.C.E.S. program can be obtained by contacting:

Mr. John Szolnoki
109 First Street
Harrison, New York 10528
(914) 761-5055 or 835-5619

"Presentation of Awards"

(Continued From Page 8)

Valentina Furlani-Krauss: Valentina is a member of the Advisory Board of the New York State Federation of Chapters, acting as the Regional Representative for the Albany area. She organized all the local events for the Albany Convention, working very hard to make this year's convention a success.

Valentina gave the following acceptance speech at the awards presentation:

"Thank you very much for choosing to honor me with the Annual Convention Special Thanks Award. Assisting with the organization of the Annual Convention in Albany has been a gratifying experience. It provided me with the opportunity to meet and work with a variety of professionals devoted to the advancement of exceptional persons. As in any event of this size it is the collaborative effort of individuals that produces an effective outcome. The Executive Board of New York State CEC should be recognized for their diligence in coordinating these efforts to ensure a successful convention.

My role as the Albany Regional Representative has been personally and professionally fulfilling. When positions for the Board become available and are announced in ***The Forum,*** *I strongly encourage you to consider serving this organization. It will be an experience you will not regret. Thank you again for this award."*

Professional Opportunities

(Continued From Page 9)

The Student Council for Exceptional Children and the Foundation for Exceptional Children will be offering the Ethnic Minority Scholarship. This $500 scholarship will be given to a SCEC member of an ethnic minority group. For more information you may contact: Shelia Ficker, Coordinator of Student Activities; Council for Exceptional Children; 1920 Association Drive; Reston, VA 22091.

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Summary of Executive Board Activities

The Executive Board met on Saturday, November 6, 1992 in Albany, New York at the New York Federation CEC convention. President Michael Glover convened by providing commentary on the success of the convention particularly addresses delivered by keynote speakers. Mr. Tony Daddiego was introduced as the new Regional Representative for the Brooklyn/Queens area. President-Elect Sharon Cramer reported on all items pertaining to the current convention. A discussion followed concerning suggestions to increase participation in future conventions. The 1993 convention in White Plains was discussed with the suggestion that the regional representative and local chapters coordinate local events.

Executive Board members adopted Federation goals for the 1992-93 year. Two specific goals were: (1) establish ways to better meet member needs. (2) establish policy positions for NYS-CEC and communicate to membership and legislators.

Treasurer Richard Lee distributed a report of the chapter's account balances. Suggestions for spending available funds included: establishing student scholarships; contributing to already established scholarships; fostering chapter goals; and, engaging prominent guest speakers. Vice-President Debbie Shanley reported on membership efforts within the New York City area. Governor Kathy Hargis reported that New York State Federation membership broke the 3,000 mark as of September 1992. If we increase our membership by 10% we may be eligible to qualify for an Award of Excellence from National CEC.

Executive Secretary Debbie Chicorelli reported that the 1994 Convention will be at the Hyatt in Rochester. PAN Coordinator Sharon Raimondi distributed a copy of the PAN newsletter, highlighting key portions. Dr. Raimondi was nominated and unanimously supported by Board members to be part of a Coalition Group which will go to the State Education Department to lobby for a position of leadership, in light of new reorganization.

Regional Representative Reports were presented by: John Szolnoki (Region I); Tony Daddiego (Region 3); Valentina Krauss (Albany Region); and, Nancy Funke (Region II). ***Forum*** Editors Diane Cavanagh and Heidi Reichel reported on future ***Forum*** issues. Closing discussion included passing a motion for the allocation of funds to have a hospitality suite at CEC San Antonio. The next Executive Committee meeting will be held in New York City on March 6, 1993.

The Application of Principles and Practices in the Field of Learning Disabilities to Students Who Are Learning Disabled and Hearing Impaired

Barry E. McNamara, Ed.D., Associate Professor of Education
Dowling College, Oakdale, NY 11769

The number of students described as learning disabled hearing impaired (LDHI) continues to increase. According to a recent study (Elliot & Powers, 1988) approximately 6.7% of all hearing impaired students are listed as LDHI. This figure is considerably higher than the 3-5% figure that is typically given for the percentage of school aged individuals with disabilities (LD) without any hearing impairment. What accounts for this difference is not clear. It may be related to etiological factors cited in individuals with hearing impairments that also place them at risk for learning disabilities (Elliot and Powers, 1988) or it may be misconceptions regarding practices employed in the field of learning disabilities.

Defining the Population

Background

According to Public Law 94-142, The Education of All Handicapped Children's Act, a learning disability is defined as:

> "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfectability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental dysphasia. **The term does not include children who have learning problems, which are primarily the result of vision, hearing, or motor handicaps, of mental retardation, emotional disturbance, or environmental, cultural or economic disadvantage." (Section 620, 4A)**

The last sentence of the definition, referred to as the exclusion clause, has direct impact on the LDHI population. On the surface it appears that if you are classified as hearing impaired, then you cannot be learning disabled. On closer examination it appears that if a learning disability can be documented as a secondary disability, then the use of the term LDHI is justifiable. Others suggest that a learning disability may coexist with another disability (Smith, 1989). The problem lies with the diagnosis of learning disability in the presence of a hearing impairment. In order to be considered LDHI, the student should perform markedly different from an individual with hearing impairments in his/her ability to perform up to chronological age expectation. Therefore, an understanding of both the field of hearing impaired and the field of learning disabilities is necessary to effectively serve this population.

The professional literature on the LDHI population, albeit limited, appears to be guided by three major assumptions. They are: (1) The population with learning disabilities (without hearing impairments) represents a well defined, homogeneous population; (2) the assessment practices employed with individuals with disabilities (without hearing impairment) are supported by empirical evidence; and, (3) the educational interventions employed with individuals with learning disabilities (without hearing impairments) are supported by empirical evidence.

ASSUMPTION #1: Individuals with learning disabilities represent a well defined, homogeneous population.

This list of characteristics associated with individuals with learning disabilities is long and varied. A perusal of The Journal of Learning Disabilities or Learning Disability Quarterly indicates that this is a heterogeneous population. There has been considerable debate regarding the viability of a common label for such a diverse group of learners. Yet, it continues to be used, although not universally accepted. (Smith, 1989)

The classification of individuals with learning disabilities has been fraught with controversy. Kavale (1980) has written about the exclusion of students who are environmentally, culturally, and economically disadvantaged. Kavale & Nye, (1981) are concerned about the variability among the subjects used in studies. Others (Lerner, 1985) believe there is an overemphasis on school performance to the ex- clusion of psychological processes and social perceptual skills. Finally, concerns have been expressed regarding the overdependence on the need to have an average Intelligence Quotient Score (Wong, 1988).

Definitional and classification issues continue to be debated in the field of learning disabilities, when a learning disability exists in the absence of any other disabling condition. These issues become even more complex in the context of the LDHI population due to the impact of the hearing loss or language development and academic skill acquisition.

Assumption #2: The assessment practices employed with individuals with learning disabilities are supported by empirical evidence.

The literature on the use of standardized tests for the identification and assessment of students recognizes the broadening gap between research and practice. School personnel continue to administer tests to students when there is a suspicion of a learning disability and yet there is a lack of empirical evidence to support their use. Galahan (1985) notes the most frequently cited deficiencies with these instruments:

1. The overclassification of minority group children.
2. They are unreliable and invalidated for determining classification and placement of students with mild disabilities.
3. They create a dual system of education – one for "regular", one for "special" education.
4. They provide little or no information that can be translated into classroom practice (289).

Furthermore, these instruments lack technical adequacy, in that the standardization procedures employed, the reliability data and the validity data provided by the test developers are often inadequate (Salvia & Yesseldyke, 1988.)

The identification and assessment of the LDHI population is not possible with the use of formal, standardized tests. These instruments have not been proven to be of value for individuals with learning disabilities without hearing impairments, and should not be thought of as a solution to the problem associated with the identification and assessment of individuals with learning disabilities and hearing impairments (LDHI).

ASSUMPTION #3: The educational interventions employed with learning disabled students are supported by empirical evidence.

There has been a proliferation of methods and materials used with individuals with learning disabilities, but no data to suggest that one approach is better than another (Smith, 1989). There are methods that have been demonstrated to be effective (Algozzine & Maheady, 1986), yet there continues to be an alarming number of controversial approaches associated with the field of learning disabilities. Silver (1987) cites a number of interventions that remain popular despite a lack of empirical evidence including diet, vision training, and patterning to name a few.

CONCLUSION

Solutions to the problems besetting the LDHI will not be forthcoming unless there is collaboration between professionals in the field of learning disabilities and the field of hearing impairment. It is erroneous to assume that simple solutions can be found when the field of learning disabilities continues to struggle with the definition, assessment and needs of students. The way in which a learning disability interacts with a hearing impairment may not be readily understood in the near future, yet there are some guidelines that should follow if we are to meet the needs of the LDHI.

1. Teachers should employ curriculum based assessment procedures to identify and assess LDHI students (Tucker, 1985; Howell and Moorehead, 1987; McNamara, 1989). These procedures assess student's performance in the curriculum and allows for comparison with the expected rates of performance in a particular skill/content area for any given grade. By examining the discrepancy between the expected performance of an "average" student with a hearing impairment and the hearing impaired student suspected of having a learning disability decisions could be made regarding the need for additional services and the types of service that would be appropriate.
2. The resource room model (McNamara, 1989) appears to be appropriate for many of these students. If the student is enrolled in a school for the deaf, the services could be provided in a resource room for those students identified as needing more educational interventions than can be provided by the teacher of the hearing impaired. The resource room teacher can provide indirect services to the teacher and direct services to the student. If the student is enrolled in a regular education program he/she could attend the resource room, in addition to the services provided by the teacher of the hearing impaired.
3. Teachers should attempt to match tasks to learner ability and style (Smith, 1989). Rather than providing a "cookbook" approach to these students, one should examine their abilities and style and attempt to modify the instruction based on the student's needs.
4. It is critical that student progress be continuously monitored. (Zigmond & Miller, 1985). On-going assessment procedures, developed in conjunction with classroom teachers, provides a rich fund of data that can be used in making instructional decisions. These decisions are more reliable and valid than those that employ standardized measures (Blankenship, 1985).
5. Finally, professionals dealing with LDHI students need on-going training. A systematic staff development program should be implemented in order to keep staff abreast of new developments in the field.

The professional literature in the field of learning disabilities can be a valuable resource for those professionals working with LDHI students. However, they must be cognizant of the fact that there are equivocal findings in many issues in the field of learning disabilities and a lack of empirical support for "accepted" practices. Regardless, the needs of these students can be addressed through collaborative efforts that focus on "what works" rather than waiting for the ultimate solution.

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Focus on Chapters

The Division for Early Childhood (D.E.C.) has been very active and would like to share the following information with all members:

DEC officers and Board Members for the 1992-93 are:
President – Alice Kozen
President-Elect – Phyllis Speigel-McGill
Vice President – Judith Bondurant-Utz
Secretary/Treasurer – Susan Mistrett
Past President – Susan Constantino
Personnel Preparation Representative – Phoebe Lazarus
PAN Committee – Steve Held
Family Issues Representative – Deborah Clark
Student Representative – Tracy Gerhard
CEC Representative – Carol Eagan
Capital District Representative – Deborah May
Long Island Representative – Ruth Gold
Bronx Representative – Teddy deSoyza
Queens/Brooklyn District Representative – Freida Spivak
Central New York District Representative – Judy Kuglemass
Staten Island Representative – Beatrice Spear
Western New York Representative – Kim Pope
Hudson Valley Representative – Marj Kavis

DEC is co-sponsoring a Middle Atlantic States Regional Conference May 11-15, 1993 in Philadelphia, entitled **"Integration/Inclusion and Practices: Birth to Six".** This conference will feature:

– a special forum of the state directors of Special Education from Connecticut, Delaware, Maryland, New Jersey, New York, Pennsylvania, Rhode Island and Virginia.

–a "White Paper" forum presented by the Middle Atlantic States DEC, including NYS DEC.

–Marc Swanson, M.D., director of the University of Arkansas University Affiliated Program, will present a forum on Regional Collaboration in the Southern States.

–noted early childhood faculty include: Maybeth Bruder, Phillippa Campbell, Corrine Garland, Mary Hendricks, Shelia Dove Jones, Louise Kaszmarek, Toni Linder, Cathy Liles, Chris Salisbury and others.

For a full schedule of events, call Continuing Education, Mansfield University (717) 662-4850.

A local upcoming DEC event will be held on Saturday, April 24, 1993. The New York City Region of the Division of Early Childhood and The American Conductive Education are sponsoring a breakfast meeting from 9:00 - 12:00 entitled **"Conductor Educator: A New Profession."** This meeting will be held at the Bronx UCP, Stillwell Avenue, Bronx, New York. For more information call Felicia Lustig (718) 604-5238, 5284.

ALBANY REGION NEWS A professional CEC chapter is forming in the Albany area. The chapter will provide opportunities for professional collaboration. There will be meetings devoted to specific topics with invited speakers and open forums. Dues for a local chapter are included in your yearly membership. Don't miss out on this experience. All members are encouraged to participate. If you are interested please contact: Valentina Furlani-Krauss, Albany Regional Representative, 1553 Clifton Park Road, Niskanuna, New York 12309 (518) 382-2042.

REGION I NEWS Chapter 615 held a general meeting on January 28th. The subject of the meeting was a discussion on "Issues in Transition Planning." Guest speaker was Mr. Kerry McKenna, member of the Statewide Consortium for Transition Planning, an Advisory Council to VESID (Vocational and Educational Services for Individuals with Disabilities). Mr. Michael Wolf was also a guest speaker at this meeting.

STUDENT CHAPTER NEWS In addition to the SCEC conference that Geneseo is planning for the month of April, their chapter is involved in many other exciting activities. Geneseo's exceptional experience month is during the month of February, 1993. The goal for the month is to generate awareness and understanding of persons with special needs. Additionally, the CEC students at Geneseo are organizing an informational meeting at the beginning of February. This meeting is designed for faculty so they can be better aware of the involvement that SCEC has on their campus.

Some other things going on at Geneseo are: a 24 hour rocking chair marathon fundraiser, weekly SCEC meetings, START or Sharing Times and Recreation Together – a monthly recreation program for individuals who are mentally retarded and their family members, Autistic Family Support Program – a bi-weekly program that offers parents of autistic children some "time-off" while activities are arranged for their children, and LPTG or Let's Play To Grow is a monthly program for preschoolers with disabilities.

The Buffalo State College Chapter has also been keeping themselves busy. Each Thursday of the month they have their general meetings in which they do most of their committee work. This Fall semester they had the opportunity to invite many dynamic speakers to the college to speak on topics such as inclusion and Rett Syndrome.

Fortunately, many of the Buffalo students had the chance to attend the Albany conference this year and many are planning the trip to the big convention in San Antonio this April. Presently, they are working hard for next semester. Some of the things they want to accomplish are: provide sessions on career planning for exceptional education students, and invite more guests to speak on inclusion and on the technology that is used in special education today. Additionally, they will be participating in exceptional Experience Week March 22nd-27th.

Herbert H. Lehman College has informed us they will be reactivating their SCEC chapter in the Spring. We are very excited and anxious to hear about their plans and activities for the Spring!

Editor's Note: We would like to feature your chapter in the next issue of ***The Forum.*** Please send any meeting updates, upcoming events etc., to Diane P. Cavanagh, Editor, at the address listed in this issue.

What is PAN?

pan (pan), n. **1.** a wide, shallow dish used for cooking, etc., usually made of metal [a frying *pan*]. **2.** a thing or part like this [a *pan* for washing out gold from gravel in mining; the *pan* on either side of a pair of scales]. **3.** the part holding the powder in a flintlock. **4.** a prefix meaning "of or for all" [Pan-American means of all the Americas or their people]. **5.** a political action network of the Council for Exceptional Children [each federation PAN coordinator is responsible for developing and maintaining a system of regional coordinators within her state.].

Like me, many of you probably were unfamiliar with all of the nuances of PAN. For starters, the PAN coordinator, a voluntary position, serves a three year term. One of my major responsibilities is to communicate to you, the reader, via this column. Before I continue with the next three years, I would like to take the time to explain what PAN is, how it affects you, and how you can affect PAN.

In 1971 CEC's Delegate Assembly approved a policy statement on governmental affairs whereby "The Council urges and supports the active involvement of its members in activities which will build greater awareness on the part of parents, communities, and governmental officials to the needs of exceptional children and youth, and extend appropriate information to such bodies in their efforts to carry out the objectives of this statement."

"The Council believes that it is the responsibility of all persons concerned about the needs of exceptional children and youth to continually seek to improve government provisions for their education." In this regard, CEC pledges its assistance in obtaining and providing information to parties interested in developing the necessary strategies to improve services for exceptional children.

CEC's Political Action Network (PAN) is an agreement among representatives from all levels of CEC's organization to participate in a partnership of information exchange, intervention, and evaluation of governmental services for exceptional children in order to effect necessary governmental changes at the local, state, and federal levels. Specifically the network:

- creates, trains, and maintains a cadre of individuals capable and willing to effect necessary governmental change,
- creates and maintains a system of information collection and dissemination necessary to support effective government change, and
- creates and maintains a system of monitoring, including the monitoring of policy enforcement by the various branches and levels of government.

PAN is composed of political action network coordinators selected by their respective federations, branches or divisions. The CEC Department of Governmental Relations in Reston, VA organizes and provides assistance to the state federation coordinators. In May of 1992 I had the opportunity to meet with the other PAN Coordinators and members of CEC's Department of Governmental Relations. This annual meeting reviews current issues and prepares PAN coordinators for visits to Congressional Offices. One day is spent visiting members of the House of Representatives, Senators, or their staff. PAN coordinators lobby on key legislative issues relating to the education of children who are exceptional.

National CEC headquarters does an excellent job at the federal level. They are the watchdog for the future of the education of students who are exceptional. In addition, they provide PAN coordinators with more information than any one person could want. A summary of this information will appear in this column. If you would like the longer versions, please contact me.

The role of PAN divisions is a two way street: one which receives input from the field regarding public issues, and one which requests output from the field in the form of lobbying efforts to influence state or national decision makers. From time to time I will inform you when your valued input is needed. It is your (you the reader's) responsibility to inform me of issues that need to be raised either on a national or state level as I am your official voice.

Although the National network is strong, we need to form a statewide network. The State Education Department and our Elected Officials must be kept abreast of current issues relating to the education of students who are exceptional. If you are interested in forming a statewide network, or have issues that you would like raised at either the federal or state level, please contact me. My address is in the front of this periodical.

So for the next three years, use this column as an information source. But, don't sit back, also use this column as a method to improve the educational system. You are an important function in the education of all students. I look forward to your comments. Washington (and others) need to hear from you!

Dr. Sharon Raimondi
PAN Representative
760 Lawrence Avenue
East Aurora, NY 14052
(716) 652-8563 (home)
(716) 878-5311 (office)

Joint Agreement on the Provision of Transition Services

The State Education Department is pleased to announce a Joint Agreement between the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the Office of Elementary, Middle and Secondary Education (EMS) on the provision of transition services for youth with disabilities. The Agreement establishes both the basic principles under which the Department will implement the Regents Policies on Linking Services and Federal requirements for transition services.

Transition services are defined as:

"a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. The coordinated set of activities shall be based upon the individual students needs, taking into account the students preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation."

Consistent with the objectives of **A New Compact for Learning,** this agreement will assist the State in assuring that the goal of transition programming, which is to provide comprehensive, coordinated educational services to prepare each student to participate within integrated settings, for employment, postsecondary education, or community living, will be attained. It is the responsibility of the schools to ensure that every student with a disability receives educational services to prepare for such outcomes. Even though students may need additional support beyond high school, the anticipated outcome of transition services should not be entry into adult vocational training programs or VESID services.

The basic principles of the Agreement are:

- The provision of transition services ensures that student with disabilities are prepared for employment, postsecondary education, or community living when they leave school.
- School districts have the primary planning and programmatic responsibilities for the provision of transition services for their students. School districts are financially responsible for transition services mandated for school districts by Federal or State laws and regulations.
- VESID is responsible for providing vocational rehabilitation services that are not otherwise mandated through special education requirements.
- VESID continues to be responsible for the coordination of educational programs and services for students with disabilities in lifelong learning systems, including higher education, adult education, and other activities beyond high school.
- Referrals to VESID will be made on the basis of clearly defined functional criteria and referral procedures. A system will be established to evaluate outcomes and employment success for the in-school referrals made to VESID.
- VESID district office staff will be informed of students who require transition services and will have the opportunity to participate in the transition planning for such students.
- EMS and VESID will work in collaboration with school districts and other State agencies to ensure a coordinated approach to the provision of transition services and to eliminate the duplication of assessments, services and reporting.
- VESID will work in collaboration with Independent Living Centers to enhance their role in working with students with disabilities, their families and educational personnel during the transition planning and service delivery process.
- The student and the student's family are a primary source of information regarding the student's needs, goals and services.

The successful implementation of this Joint Agreement will enable New York State to comply with the federal requirements regarding the provision of transition services. It will also provide the framework to strengthen the educational program for students with disabilities through enhanced service delivery and a greater focus on desired student outcomes.

For a copy of the October 30, 1992 memorandum which includes a copy of this Joint Agreement, please contact the nearest Special Education Training and Resource Center (SETRC).

Assistive Technology Devices and Services

The passage of the Individuals with Disabilities Education Act (IDEA) in 1990 established, among many other things, a renewed examination of the use of assistive technologies for students with disabilities. IDEA followed the lead created by the *Technology-related Assistance for Individuals with Disabilities Act of 1988* by applying existing definitions for assistive technology devices and assistive technology services to students with disabilities in school settings. In essence, IDEA borrowed from the model currently in use within the rehabilitation community and extended it to the school age community. Given the potential role of assistive technology services and devices during the transition period from school to post-school programs and the possible need to use assistive technology throughout one's life, the State Education Department strongly supports and endorses the concept.

The Part 200 Regulations of the Commissioner of Education will be amended to incorporate the definitions of assistive technology devices and services and to establish both as components of the individualized education program (IEP). An assistive technology device will include any item, piece of equipment, or product system whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabili-

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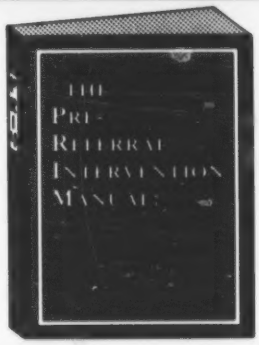

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ties of individuals with disabilities. Assistive technology service is defined as any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. Such services include:

- "the evaluation of needs. . .including a functional evaluation. . .in the individual's customary environment;
- arranging for the acquisition of assistive technology devices;
- selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices;
- coordination with other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- training or technical assistance for an individual with disabilities, or, where appropriate, [his/her] family. . .;
- training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other[s] who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities."

Committees on Special Education (CSE) and Committees on Preschool Special Education (CPSE) will be responsible for evaluating the needs of students with disabilities and incorporating appropriate recommendations in the IEP. To assist CSE/CPEs meet these new responsibilities, the Office for Special Educations (OSES) has established a statewide training and technical assistance program at Albany-Schnectady-Schoharie BOCES that will address:

- sources for evaluations of students;
- policy development;
- coordination with other service providers and programs providing assistive technology services and devices;
- development and delivery of training programs; and
- coordination with the State's Comprehensive System of Personnel Development (CSPD) Network.

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